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**An Assessment of the Relationship Between Employee
Training and Employee Performance in NAPSA Headquarters**

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BY


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Declaration

I Tinali Kalililo declare that the work presented for assessment in this dissertation is my own, that it has not previously been presented for another assessment. The information derived from literature has been duly acknowledged in the text and a list of references provided and that the work conforms to copyright and academic writing rules and the University of Lusaka research ethics.

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Dedication

This research is dedicated to my family especially my Mother Dorothy Mwape, whose unwavering support and encouragement have been my constant source of strength throughout this journey. To my mentors and colleagues, whose guidance and insightful feedback have shaped this work in countless ways, your expertise has been invaluable. I also dedicate this study to all those who seek knowledge and understanding, with the hope that the findings of this research will contribute, even in a small way, to the betterment of society. Lastly, to my own curiosity and passion for discovery, which have kept me driven even during the most challenging moments, I dedicate this work.

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ACRONYMS & ABBREVIATIONS

ANOVA – Analysis of Variance

ASEAN – Association of Southeast Asian Nations

BOZ - Bank of Zambia

COVID-19 – Corona Virus Diseases of 2019

CSO – Central Statistics Office

FDI – Foreign direct investment

GCF – Gross Capital Formation

GDP – Gross Domestic Product

GNI – Gross National Income

IMF – International Monetary Fund

NAPSA – National Pensions Scheme Authority

WDI – World Development Indicator

ABSTRACT

This study examined the relationship between employee training and performance at NAPSA Headquarters, with a focus on onboarding training, training needs assessment (TNA), e-training programs, and face-to-face training. The primary objective was to investigate how these training methods influenced employee performance and to assess their role in enhancing organizational productivity. By identifying the strengths and weaknesses of each training approach, the study aimed to provide actionable insights for improving NAPSA's training programs.

A quantitative research methodology was employed, utilizing a sample of 172 employees selected through simple random sampling. Data was collected using structured questionnaires and analyzed using ANOVA and regression analysis in SPSS 27. The study measured the impact of each training method on employee performance, with a particular emphasis on identifying statistically significant correlations and regression coefficients.

The findings revealed that face-to-face training had a strong positive association with employee performance, highlighting its effectiveness in fostering skill development and immediate feedback. In contrast, onboarding training showed a significant negative correlation with performance, suggesting that the current program failed to meet employee needs. TNA and e-training programs were found to have weak and statistically insignificant impacts on performance, indicating a need for improvement in their design and implementation. Based on these results, the study recommended redeveloping onboarding and e-training programs, enhancing the TNA process, and prioritizing face-to-face training while exploring blended learning approaches. The study concluded that while face-to-face training was a critical driver of performance, other training methods required reassessment to better align with employee needs and organizational goals.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

Due to the dynamic environment that businesses face in the current world, training of the employees has been considered as one of the critical factors towards improving organizational performance. Training enables employees to have the appropriate skills, knowledge and attitudes that will enable him or her to perform the required tasks for the benefit of the organization (Obi-Anike & Ekwe, 2014). According to the findings of studies carried out by Mohammed et al. (2022) as well as Singh (2023), organizations that provide their employees with training are likely to realize enhanced productivity, boosted morale and quality services. Training of the employees is not only important for the development of skills but also for directing the performance of the people in line with the objectives of the organisation. The National Pension Scheme Authority (NAPSA) in Zambia which is responsible for the management of pension funds of the Zambian citizens understands the importance of training employees in realizing its objectives.

The various training programs undertaken by NAPSA aim to enhance service delivery and improve employee performance. The Authority's vision of becoming a customer-focused organization, setting the standard for service delivery in Zambia, is grounded in the principles of learning and professionalism (NAPSA, 2023). To support this vision, several new customer service training programs have been implemented. Moreover, the entrenchment of technology within the institution by NAPSA calls for the employees to be properly trained in using the tools and platforms that will ensure smooth operations, such as eNAPSA and NAPSA Mobile (NAPSA, 2022). This study assesses the relationship between different types of training—onboarding, training needs assessment, e-training, and face-to-face training—and employee performance at NAPSA Headquarters. The study aimed to provide insights into how these training initiatives contribute to employee performance, ultimately enhancing the organization's service delivery. Understanding the impact of training on performance is crucial for NAPSA as it seeks to maintain its position as a leader in public service delivery in Zambia.

1.1 Background

Training of employees has come a long way and is now a central feature of organizational development both in the public and private domains (Mdhlalose, 2022). Training does not only increase the performance of the employees but also the delivery service since most organizations deal with customers. The present study is placed within the context of research on human resource management with a focus on employee training as one of its key activities geared towards equipping the workers to meet the challenges of the modern, highly technical world.

NAPSA was established in the year 2000 and it was meant to provide income security to the Zambian citizens in cases of retirement, death and invalidity. With that, NAPSA has, over the years been adapting the strategy and innovating to achieve whatever its member require as service deliveries (NAPSA, 2020). Certain mandates of the organizations include the enrolling of members, solicitation, and collection of funds together with paying their benefits to these members. Consequently, in over two decades of operation, NAPSA has now emerged as one of the major prime institutions in Zambia's social security.

NAPSA has over the years placed so much importance on corporate governance, accountability, and ethical conduct in service delivery. The Authority has won several awards, including being awarded as the most ethical and best-managed public service organization in Zambia (NAPSA, 2019). Such results can be credited to the adoption of systems that limit the involvement of people in the process as a way to increase the level of responsibility and openness. These systems, however, require some level of competencies from the employees to handle them effectively thus training has become a major aspect of human resources in NAPSA.

In this regard, another area that has been developed in recent times by NAPSA is the use of Information Communication Technologies to improve the operations of the agency. For instance, members of the public can engage the Authority through the eNAPSA and NAPSA Mobile App, which makes it easier for them to contribute and access their benefits (NAPSA, 2020). The training of employees has changed from the conventional structured training that involves physical classroom training to modern training methods, including e-learning, blended learning, and experiential training. ILO (2024) observes that

organizations are embracing constant training programs which will enable the workers to cope with the emerging technologies and trends in the market. In this regard, the approach adopted by NAPSA towards training is consistent with global approaches towards human capital development with the view to improving the workforce to meet the challenges of modern organizations. However, these digital platforms strongly depend on the employees who oversee the running and support of these systems. As such, there should be continuous training for the employees to fully equip them with the requisite knowledge in the use of these technologies to provide quality services to customers (ILO, 2024).

A customer-focused approach has been adopted and supported through the development and implementation of elaborate customer service training as part of change management that has been adopted by NAPSA in line with best practices globally. These are aimed at improving the employees' perception to embrace the culture of excellence and care to customers by delivering quality service on all interfaces. (NAPSA, 2023). The aspects of service delivery that are addressed in the training include responsiveness, reliability, assurance, empathy and tangibility that are important in delivering a service that meets or even exceeds the expectations of the customers. With the changing customer expectations, NAPSA must ensure that its staff are capable of delivering services in some of the essential service dimensions such as Responsiveness, Reliability, Empathy, and Assurance (NAPSA, 2023).

NAPSA's commitment to employee training extends beyond customer service to include other areas such as onboarding, training needs assessment, e-training, and face-to-face training. Onboarding training helps new employees integrate into the organization smoothly and understand their roles and responsibilities (NAPSA, 2022). Training needs assessment ensures that training programs are tailored to address the specific needs of employees, thereby enhancing their effectiveness. E-training provides an easy, accessible means through which workers could get new skills, especially amid the rapidly digitizing work environments. However, face-to-face training often allows for more personalized learning and interaction. The training of employees does not happen uniquely at NAPSA. As Chirambo (2023) observes, continued training and development

are increasingly becoming significant drivers of enhanced productivity and the realization of service excellence within many organizations worldwide. For instance, in the financial sector, companies have adopted various training programs to make their employees competent enough to operate modern banking systems and address customer queries with ease (AFDB, 2022). In the public sector where NAPSA is located, training has been an important aspect that enables the workforce to deliver against a rapidly changing environment to realize high-quality service delivery.

Despite such developments, it is still challenging to develop effective work programming and service delivery. Issues such as resource constraints, inadequate training evaluation methods, and the rapidly changing nature of required skills can hinder the impact of these programs (Kazi, 2020). This study aims to evaluate the effectiveness of NAPSA's various training initiatives and their contribution to employee performance at the NAPSA Headquarters. Through this relationship between training and performance, therefore, the study intends to avail some useful information that could help in refining NAPSA's training strategies for overall efficient service delivery.

1.2 Statement of the Problem

Employee training is a critical component of organizational success, as it equips employees with the skills and knowledge necessary to meet job demands and improve performance. However, despite significant investments in training programs by the National Pension Scheme Authority (NAPSA), the actual impact of these programs on employee performance remains unclear (NAPSA, 2023). While training initiatives such as onboarding, e-training, and face-to-face programs are designed to enhance employee capabilities, there is limited evidence to demonstrate whether these programs are effectively translating into improved performance. This raises concerns about the return on investment in training and the ability of NAPSA to achieve its organizational goals.

Scholars and practitioners have highlighted the importance of aligning training programs with organizational objectives and employee needs. Phillips (2012) emphasizes that training programs must be evaluated to determine their effectiveness in improving employee performance. Furthermore, as organizations increasingly adopt digital technologies, the need for effective training becomes even more critical. Karatzas et al.

(2020) note that gaps in training effectiveness can hinder employees' ability to utilize digital platforms, such as eNAPSA or NAPSA Mobile, to their full potential, ultimately leading to suboptimal service delivery. Additionally, customer service training programs, which aim to foster a culture of excellence, must be assessed to determine whether they are achieving their intended outcomes, such as increased customer satisfaction and service quality.

The lack of empirical evidence on the relationship between training and employee performance at NAPSA poses a significant challenge. Without a clear understanding of which training methods are most effective, NAPSA may struggle to optimize its training programs and achieve its goal of becoming a customer-centric organization that sets a benchmark for service delivery in Zambia. Therefore, the purpose of this study is to fill this gap by examining the impact of various training methods—including onboarding, training needs assessment (TNA), e-training, and face-to-face training—on employee performance at NAPSA Headquarters. By identifying the strengths and weaknesses of these training approaches, the study aims to provide actionable recommendations for improving NAPSA's training programs and enhancing overall organizational performance.

1.3 Research Objectives

1.3.1 General Objective

To assess the impact of the different types of employee training on employee performance at NAPSA Headquarters.

1.3.2 Specific Objectives

- i. To examine the relationship between employee onboarding training and employee performance.
- ii. To assess the effect of training needs assessment on employee performance.
- iii. To evaluate the impact of e-training programs on employee performance.
- iv. To analyze the relationship between face-to-face training and employee performance.

1.4 Research Hypotheses

Hypothesis 1: Onboarding Training and Employee Performance

- **Null Hypothesis (H₀₁):** There is no significant relationship between employee onboarding training and employee performance at NAPSA Headquarters.
- **Alternative Hypothesis (H₁₁):** There is a significant relationship between employee onboarding training and employee performance at NAPSA Headquarters.

Hypothesis 2: Training Needs Assessment and Employee Performance

- **Null Hypothesis (H₀₂):** Training needs assessment has no significant effect on employee performance at NAPSA Headquarters.
- **Alternative Hypothesis (H₁₂):** Training needs assessment has a significant effect on employee performance at NAPSA Headquarters.

Hypothesis 3: E-Training and Employee Performance

- **Null Hypothesis (H₀₃):** E-training programs have no significant impact on employee performance at NAPSA Headquarters.
- **Alternative Hypothesis (H₁₃):** E-training programs have a significant impact on employee performance at NAPSA Headquarters.

Hypothesis 4: Face-to-Face Training and Employee Performance

- **Null Hypothesis (H₀₄):** Face-to-face training has no significant relationship with employee performance at NAPSA Headquarters.
- **Alternative Hypothesis (H₁₄):** Face-to-face training has a significant relationship with employee performance at NAPSA Headquarters.

1.5 Scope of the Study

This study, therefore, seeks to establish how employee training is conducted and its resultant effect on employees' performance at NAPSA Headquarters in Lusaka, Zambia. The types of training considered induction training, training needs assessment, e-training,

and face-to-face training. The scope of the study was limited to employees at the headquarters, across different departments, for the purpose of acquiring comprehensive data. These programs that were conducted within the last three years will be considered to ensure that fresh and current trainings are represented. The study will focus on NAPSA branches found in Lusaka and limit themselves to the topic of training in relation to staff performance, ignoring other aspects that may affect performance like compensation, job satisfaction, and the work environment.

1.6 Significance of the Study

This study is significant for several reasons:

NAPSA: The implication of the result of this study is that NAPSA will get empirical evidence on the outcomes of its training exercise. Thus, by identifying which training areas are most effective in influencing performance, NAPSA can enhance its training efforts, and hence, result in better performance as well as overall service delivery.

Human Resource Management: To the existing body of knowledge comparing training and performance, this study adds value. It provides HR professionals in both the public and the private sector with research-based practical approaches on how to develop and deliver training interventions that improve organizational employee performance.

Policymakers: The study has implications for policy makers and government bodies that are involved in the implementation of employee development programmes. They can therefore be in a position to design policies that will enhance the effectiveness of the training methods that are being used in the public sector to enhance the skill of the workforce.

Academia: This research contributes to the body of knowledge on employee training and performance especially in the public sector organisations in developing countries. It can be used as a reference to the subsequent research on the subject as it provides an empirical background for the analysis of the link between training and performance within various organizations.

1.7 Definition of Key Terms

In the context of this research, the following key terms are defined to clarify their meanings and ensure consistency in interpretation throughout the study:

1. **Employee Training:** this is a process of enhancing the capability of the employees in organization through the use of educational processes. Its purpose is to increase the efficiency of work, as well as guarantee that the staff members have adequate skills to perform their duties successfully (Armstrong, 2021). There are various categories of the employee training which include onboarding training, training needs assessment, e-training, and face-to-face training, which are all developed to meet certain aspects of the training.
2. **Employee Performance:** refers to the efficiency with which an employee can perform his or her duties, achieve targets and contribute to the achievement of organizational objectives. It is usually assessed qualitatively and quantitatively using parameters like effectiveness, quantity, and speed of work and may be affected by factors like training, motivation, and conditions of work (Sonnetag & Frese, 2002). In this research, the performance of the employees in NAPSA will be evaluated based on the result of the various training programs.
3. **Onboarding Training:** the first training that an employee undergoes in an organization to facilitate his or her assimilation into the new working environment. It entails orienting new employees to the organizational culture, and the working environment, rules and regulations, and organizational responsibilities of the new employees. Onboarding training is therefore central in reducing the turnover rate, improving the job satisfaction, and improving the performance (Bauer, 2019). In this research, the connection between onboarding training and performance of the employees will be established.
4. **Training Needs Assessment:** the identification of the training needs of employees in specific organization based on an evaluation of their abilities, tasks and deficiencies. This makes it easier for organizations to develop specific training solutions that will address the real needs of the employees hence making the training more effective (Goldstein & Ford, 2002). This research will evaluate the impact of training needs assessment on the employees' performance in NAPSA.

5. **E-Training:** electronic training is a form of training that is offered through electronic means such as online courses, Webinar, virtual learning environment. The e-training is flexible and convenient for the employees in that they can be trained at their own pace and at their own convenience. This has made it to be adopted widely in organizations as a means of offering learning in a more efficient and cheap manner (Garrison and Vaughan, 2008). This research will assess the effectiveness of e-training programs in enhancing employees' performance.
6. **Face-to-Face Training:** entails the use of trainers and trainees physically in a classroom or physical training environment. This form of training facilitates real time communication, one on one training as well as practice thus boosting learning and skill development (Noe, 2020). The research will also try to establish the correlation between face-to-face training and employee performance with other training methods that are in practice at NAPSA.

1.8 The Organization of the report

The structure of this research report is organized into six chapters as follows:

Chapter 1 introduces the study by giving the reader a background of employee training especially at NAPSA and its development. The chapter also presents the research problem, the rationale for the study, and the research objectives as well as questions.

In chapter 2, the author also presents a literature review that concerns employee training and development practices and performance. The review contains global, regional, and local views, which are important for the study and present the theories and frameworks.

Chapter three focuses on the method used in the study, the design, data collection and analysis methods used in the study. It justifies the selected methodology and identifies the process of conducting research such as sampling methods and tools.

Chapter 4 provides the results and discussion of the study using descriptive statistics, correlation analysis, tables and charts. This chapter mainly brings into discussion the findings of the study that are concerned with the evaluation of performance as influenced by different training programmes for the employees of NAPSA Headquarters.

The findings of the study in reference to the objectives of the study and the literature are presented in chapter 5. The discussion outlines the major conclusions and recommendations for enhancing the employee training and development in NAPSA and other organizations.

Chapter 6 provides a summary of the study and makes recommendations that could improve training programmes in NAPSA. The chapter also offers the limitations of the study and recommends relevant areas for future research.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature on the study being undertaken. The chapter commences with a review of related empirical studies done by other scholars from the global, regional, and local contexts. Theories used to create grounding for this study are then reviewed in the chapter. The chapter concludes with a conceptual framework that describes all the variables included in the study. The section also elucidates the interrelationships among variables and the expected relationships between the dependent and independent variables.

2.1 Empirical Review

The following section will give an empirical review of various studies conducted about different employee trainings like on-boarding training, TNA, e-training programs, and face-to-face trainings. The empirical review is conducted with regard to those studies that have been conducted outside of Africa's global context and within the African region and further narrowed to within the context of Zambia.

2.1.1 Employee Onboarding Training

This review covers global, regional, and local studies regarding the association between employee onboarding training and performance. It also considers the contextual settings of the studies, the methods of research adopted, and the findings while adding critical analysis in reflecting on the current study.

2.1.1.1 Global Context

Against this background, a recently published article by Ibrahim et al. (2022) explored how employee onboarding training programs could reduce deviant workplace behavior in the public sector of developing countries such as Nigeria. These authors have thus developed a mediation model in which the onboarding programs first influence job satisfaction and then organizational commitment to reduce deviant behaviors. The authors used social exchange theory to argue that well-structured onboarding programs foster higher job satisfaction, reducing the likelihood of negative behaviors such as absenteeism or theft. One of the key contributions of this study is the integration of job

satisfaction as a mediator in the relationship between onboarding and deviant behavior, highlighting the importance of both job content and the social environment (Ibrahim, et al., 2022).

The study conducted by Ibrahim et al. (2022) adopted the approach of a literature review to propose a model without its empirical validation. While this does limit immediate practical implications from the study, it does present avenues that future research could take in an empirical test of the model. For the purpose of this current study, this focus on the onboarding process as reducing negative behaviors also supports how onboarding can contribute positively to more general performance metrics by establishing a stable and committed workforce (Ibrahim, et al., 2022). At the same time, though, the absence of any empirical testing within the work of Ibrahim et al. shows the necessity of continuing research that verifies such proposed relationships within even more performance-oriented frameworks like NAPSA's.

Mahmood, Ostrovskiy, and Capar (2023) studied the influence of orientation training on employee and firm performance in MNCs in Kazakhstan. The study used both the quantitative and qualitative mixes of data through a questionnaire survey from 285 respondents and focus group discussions. The findings proved that orientation training has had a positive effect on the long-term performance of employees with increased job satisfaction, motivation, and commitment to work. Additionally, business performance indicators such as profitability and operational efficiency also benefited from improved orientation processes. The study also identified gaps between employee expectations and the content of the orientation programs, especially in post-Soviet transition economies, where the shift in economic models may require more customized orientation content (Mahmood, et al., 2023).

The combined quantitative and qualitative methods are methodologically rich in creating a dataset that can generalize broadly as well as delve deep into the nuances of employee needs. This therefore sets a platform on which this study of NAPSA may be founded to show how employee training programs may lead to improved performance for individuals and organizations. The onboarding programs of NAPSA may thus require a similar emphasis on employee expectations and altered work environment also.

2.1.1.2 Regional Context

Kumar and Pandey (2017) undertook a study on onboarding in organizations to determine stages at which onboarding succeeded or failed. In the research, data were obtained by survey responses from 123 new employees. The research reported that the first day in the organization was Phase II, the most crucial in the success of onboarding. It also reflected a significant fall in the level of satisfaction from pre-joining to the first day, which states that if employees are not given a good feeling and looked after, they will leave in a few months. Kumar & Pandey, 2017

Kumar and Pandey, 2017 have pinpointed the first day as the onboarding stage which is often defining for the tenure of the employee. Results indicate that the organization should strengthen the early phases of the induction process for better retention and performance. To NAPSA, these findings are important because they underscore the impact an employee has during the first day on subsequent performance. This would therefore imply that improving the early stages of onboarding could yield significant returns in terms of employee loyalty and performance.

Nyaribo's study, in 2023, investigated the effects of onboarding practices on the performance of employees in Sub-County Hospitals across Kenya. Its predictors were onboarding practices: employee orientation, coaching, mentoring, and follow-up evaluations. Through a quantitative survey design, Nyaribo established that orientation and mentoring, follow-up evaluations in nature, did have positive effects on performance, while the practice of coaching did not. The study recommended that the government allocate more resources to facilitate effective onboarding programs, especially in public healthcare institutions (Nyaribo, 2023).

Nyaribo's (2023) study offers a comprehensive look at various aspects of onboarding beyond just orientation, emphasizing the importance of continued support through mentoring and follow-up evaluations. The lack of impact from coaching is intriguing and suggests that not all onboarding practices are equally effective. This may mean for NAPSA that the training programs should not focus on induction only but also on mechanisms for long-term support of employees through mentoring and regular appraisals that will ensure sustained performance improvement.

2.1.1.3 Local Context

A research study was undertaken by Siame in 2024 on induction training and employees' performance within Livingstone Central Hospital, Zambia. The research methodology design was a mix of methods wherein the collection of data had Likert-scale questionnaires for quantitative data and open-ended questions to gather qualitative information. The outcomes stated that the induction training of theoretical knowledge was significant and improved employee performance, while on the other side, practical and integration knowledge induction were insignificant.

Siame's 2024 study is particularly relevant to the Zambian context, where healthcare institutions face challenges in aligning training programs with job performance. The conclusion that induction of theoretical knowledge is more effective than practical training may suggest that Zambian institutions could benefit from rethinking the balance of training components. These findings would therefore mean that, for NAPSA, the training programs should focus on theoretical knowledge for the new employees and could improve performance outcomes in administrative and service-oriented roles.

A common thread across these studies is that onboarding and orientation programs are significant in enhancing the performance of employees. However, how and which practices result in improved performance differ. In a broader perspective, international studies such as those by Ibrahim et al. (2022) and Mahmood et al. (2023) highlight the role of job satisfaction and organizational commitment as mediators in the onboarding-performance relationship. Regionally, Kumar and Pandey (2017) and Nyaribo (2023) emphasize the first day of work and continued assistance to workers through mentorship and appraisal. Locally, Siame (2024) stresses how theoretical knowledge works much better than practical training.

These findings, in relation to the present study being undertaken at NAPSA Headquarters, have a number of major implications: The orientation itself should not be a one-off event but rather one element in the induction process, which would also include support, mentorship, and evaluation to maintain performance over time. Second,

theoretical knowledge may be especially critical for administrative positions, where navigating complex regulatory environments is central to performance. Lastly, the first-day experience should not be underestimated, since it is important for the development of employees' long-term commitment and performance.

What makes the study unique for NAPPA is that the research targets only one public institution, in this instance, Zambia. While onboarding training has registered success both globally and regionally, the local environment, including influences of the public sector, cannot be overlooked. The public sectors are usually filled with problems from resource allocation through bureaucracy to employee motivations, which influences how well a program on onboarding can work effectively. As a result, this study can contribute by setting in the Zambian public sector and possible moderation in the relationship between onboarding training and employee performance. With these global, regional, and local insights, the current study can show through theoretical contributions and practical recommendations how NAPSA is affected by the performance of employees through onboarding training.

2.1.1.4 Gap Analysis

The reviewed studies have given a general overview of the relationship between employee onboarding training and employee performance. Nevertheless, there are still significant gaps and limitations that are yet to be critically analyzed and explored, especially regarding the current study at NAPSA Headquarters. Some of the studies, such as Ibrahim et al. (2022), propose theoretical models that link onboarding training to improved job satisfaction and reduced deviant behavior. While insightful, their study lacks any empirical validation for its findings and therefore cannot apply in the real world. In addition, reliance on a literature review instead of field data restricts generalization, especially in performance-based situations. Moreover, they focus on reduction of negative behaviors rather than on improvement of positive performance measures, which diminishes the potential scope of effects for onboarding training. This points to a requirement for future research that will empirically examine such relationships on diverse industries and organizations.

On the other hand, Mahmood et al. (2023) provided empirical evidence regarding the linkage between orientation training and employee and firm performance. Their findings underpin, however, the mismatch between the expectations of employees and the content of onboarding, at least in transition economies like Kazakhstan. The contextual fit underlined by such mismatch may well be an issue in the effectiveness of NAPSA's onboarding. However, the long-term performance results of the study have a critical dimension that is usually missing in other research. For NAPSA, this means the inclusion of mechanisms for continuous feedback and program adjustments to bridge expectation gaps.

This is further elaborated by the identification of the first-day experience as critical to onboarding success by Kumar and Pandey (2017). However, the small sample size of 123 employees that was used for this study decreases its power in making strong conclusions for big organizations like NAPSA. It also focuses on initial impressions and does not analyze how onboarding practices maintained the performance of the employees in the course of time. This temporal limitation calls for longitudinal research to be done to get a good view of the evolving impact of onboarding.

In addition, Nyaribo (2023) discusses in detail critical matters on the subject of induction, mentorship, and follow-up assessment but with limited specificity for health institutions only; the research framework does not meet full application and would fall flat with an exclusively specific NAPSA scenario. Also, it was seen that coaching had no significant effect, but the question can be asked if this reflects something about the method of coaching utilized or reflects inherent limitations of coaching in an onboarding program. This shows that NAPSA needs organizationally and sectorally responsive onboarding components. Siame (2024) gives some local insights into how induction based on theoretical knowledge relatively works in Zambian institutions. However, the limited generalizability of the study to the non-healthcare sector, like public administration, presents a significant gap. The study also downplays the interplay that may exist between the theoretical and practical components of training, which in administrative roles are usually interdependent. Additionally, Siame's 2024 conclusions are not adequately

deepened by how organizational culture and resource constraints-which are commonly experienced within Zambia's public sector-may influence onboarding outcomes.

Overall, there is a critical gap across the global, regional, and local studies in integrating diverse onboarding components into a cohesive framework that supports sustained employee performance. Noticeably, many of these studies stress isolated aspects of onboarding, such as job satisfaction (Ibrahim et al., 2022), first-day impressions (Kumar & Pandey, 2017), or theoretical training (Siame, 2024), in an island fashion-that is, they do not address how these elements interact in producing holistic performance outcomes. Besides, most of these studies have contextual limitations since they often are sector-specific, geographically limited, or methodologically flawed. This is a need for more comprehensive and context-sensitive research. For NAPSA, the results from this study highlight certain key areas of improvement required in onboarding practices. First, onboarding programs should be designed such that they extend to provide continuous support; integrate mentoring, appraisal, and feedback mechanisms to sustain performance. Secondly, onboarding content should align with the expectations of the employee and the organization for better effectiveness. Lastly, the onboarding programs at NAPSA should consider the special context of the public sector, characterized by resource constraints and bureaucratic processes; therefore, theory should balance with practice for improved performance among employees. By addressing some of these gaps, this study can therefore make meaningful contributions to theory and practice by showing how tailored onboarding training can improve employee performance in a Zambian public sector context.

2.1.2 Training Needs Assessment

The linkage between TNA and employee performance, therefore, is of essence in understanding how organizations align their training efforts with the required skills and competencies for employee development and organizational growth. Various studies have been carried out on this relationship across a number of sectors. These show how a well-structured TNA process influences employee performance and organizational outcomes.

2.1.2.1 Global Context

The study by Ferdous and Razzak (2012) provides a detailed analysis of the role and importance of training needs assessment in the banking sector, focusing on National Bank Limited, Bangladesh. This study explores how the identification and resolution of employee training needs serve as a direct driver for the growth and development of both the organization and its employees. The researchers have used email and telephone interviews for 50 respondents and presented the data in charts and graphs to clearly visualize the importance of TNA in the banking sector (Ferdous & Razzak, 2012).

The findings of the research showed that the majority of training programs, in the absence of proper needs assessment, remain ineffective and do not deliver organizational objectives. Proper training, which is supported by the proper assessment of needs, contributes to improved productivity in the organizations and enhanced skills of employees. The suggestions went further in enhancing the positive value of the needs assessment for training, proposing that it should be used not only in the Bangladeshi banking sector but also around the world (Ferdous & Razzak, 2012). Although instructive, this research study had a rather limited sample size and scant methods of collecting data, thus making the results probably not widely generalizable. This research underlines that TNA helps to establish appropriate correspondence of training and development programs with needs, and that is an experience that might be generalized for different industries.

Guan and Frenkel focus their efforts on researching how perceptions of training influence employee performance in two manufacturing firms from China in 2019. Their study goes a step further, conceptualizing how work engagement mediates the relationship between training and employee performance, and conversely, how HRM strength moderates the said relationship. Data was collected from 348 supervisor-subordinate dyads through time-lagged survey method and analyzed using PROCESS macro tool (Hayes), which gave them deep insights into the underlying dynamics of training and performance (Guan & Frenkel, 2019).

Results indicated that employee work engagement was an important moderator in the way training transferred to task performance. Furthermore, under conditions of high HRM

strength-that is, when the organization consistently enacts its HRM policies-training has a stronger positive effect on task performance and organizational citizenship behavior or OCB (Guan & Frenkel, 2019). Therefore, training itself is not enough; rather, its impact depends on the context in which it is provided. While this adds depth to the understanding of how training impacts performance, this is a study limited by an inability to draw causal relationships out of time-lagged data. It also brings to light the role of a sound HRM system in leveraging the outcomes of training, which suggests that training interventions must be part of a broader, well-structured organizational strategy if they are to be fully effective.

2.1.2.2 Regional Context

Kipara and Rwabishugi (2022) studied the impact of TNA on employee performance in water projects, focusing on KUWASA in Tanzania. This study applied a descriptive research design, and a mixed-method approach based on the Three-Level Assessment theory by McGhee and Thayer. The sample size used was 70 employees, and data were collected from the sample using questionnaires, interviews, and document reviews. The results indicated that the individual level of assessment was the most adopted in KUWASA, whereby the current performance of employees and their training needs were assessed. However, despite the TNA conducted by the organization, employee performance was still poor. This was due to the inconsistency in the application of TNA principles, especially at the organizational level (Kipara & Rwabishugi, 2022).

This study illustrates the importance of aligning TNA with both individual and organizational objectives. As shall be noted, despite TNA being conducted, failure in applying its results acts to further the poor performance of employees. This inference postulates that not only should institutions conduct TNA, but they should also apply its output to inform judicious training programs. On the other hand, Hemedi (2022), studied the effect of training on employees' performance in higher learning institutions in Tanzania. Using a descriptive survey research design with a sample size of 125 employees, he found that on-job and off-job trainings significantly enhanced employees' performances, though some of the barriers to effective implementation included financial constraints and a lack of management support for such training programs. The findings

by Hemedi 2022 have also pointed out that training needs to be supported at the level of the organization and resources provided for such training. Without these, even well-designed TNA and training initiatives cannot lead to improved employee performance. This also calls for a more integrated approach toward training, where the management and employees are involved jointly in identifying training needs (Hemedi, 2022).

2.1.2.3 Local Context

In examining how training influences performance in banks in Lusaka, Zambia, Munjile (2016) engaged a descriptive design that combined the off-job and on-job training frameworks; in discussing both, the relevant findings revealed the existence of an effective relationship between employee performance and training but also noted inconsistency among employees' approach and regard toward knowledge gained at workplaces. According to Munjile (2016), employees who had undergone effective on-job training had remarkable performance improvements, whereas ineffective off-job training had a negative effect on performance. The study identifies that not only the method but also the quality of training is important for its effectiveness. Inconsistent application towards work indicates the loss in the connection between the training provided and the operational environment an employee faces. This points out the importance of contextualizing the training programs in order to ensure their relevance for the particular nature of the job.

Phiri (2019) examined the linkage of individualized skills development to the performance appraisal systems at Zambart Project in Lusaka, Zambia. In this study, a mixed methods equal status research design was adopted, enlisting 86 employees who answered a survey questionnaire and of whom others were interviewed. The study, while arguing that there was a gap between performance appraisal and training, noted that most employees were not accorded training in line with their performance appraisal. This was said to be due to unwritten policies and organizational perception of the limited value of training. This study by Phiri (2019) represents a concern very commonly found in organizations, where performance appraisals are not leveraged well enough to inform training needs. This reduces the effectiveness of training programs. This means that training would only

work for performance if it is combined with the evaluation of the employees' performances and their personal developmental needs.

Wendy (2021) assessed the impact of T&D practices on employee performance at Inyatsi Construction, one of the major construction companies with extensive operations in Swaziland, Zambia, and South Africa. The study identifies how organizational strategy and the needs for employee development go a long way in guiding the alignment of T&D. A quantitative approach was adopted to conduct the research through a survey method; 129 employees from three countries participated in this study. The variables studied were training and development as the independent variable and employee performance as the dependent variable. The data analysis through descriptive statistics and linear regression will establish the relation between these variables (Wendy, 2021).

The Pearson correlation coefficient was 0.57 ($p < 0.01$), thus indicating a significant and positive relationship between the two constructs of training and employee performance. Organizational intentions, specific employee development needs, and key performance areas were related to T&D practices with high beta coefficients like $B = 0.862$, $t = 8.740$, $p < 0.001$ for organizational intentions. These findings point out that T&D interventions, which are in line with both employee career paths and organizational strategic goals, enhance overall employee performance. Therefore, it improves Wendy (2021).

This study provides useful insights into how training programs can enhance performance in the construction industry, particularly when the training is carefully tailored to meet specific organizational and employee needs. One of the important limitations is that it covered only one big multinational construction company; thus, its findings could hardly be generalized onto smaller firms or other sectors. Based on this critical case, Wendy 2021 presents some reasons why HR practitioners would consider investing resources into T&D programs that go toward building strategic-oriented learning cultures within organizations.

Sinvula et al. (2022) conducted a study focusing on the influence of training on affective job commitment and employees' task performance using the case of public service workers in Zambia. In this study, the quantitative ex post facto correlational design is utilized to investigate the variables through the use of confirmatory factor analysis and

structural equation modeling to evaluate the underlying relationships. The results gave a positive correlation between training and the task performance of employees, meaning that training is a predictor of better task performance in the public sector. However, this study found non-significant relationships among the variables of affective commitment and task performance, as well as those between training and affective commitment. Thus, the findings reveal that even though training enhances employee performance, it does not necessarily improve employee's emotional attachment to his or her job (Sinvula, et al., 2022).

The study offers key implications for human resource practitioners in general, and in Zambia's public sector in particular, by highlighting that training remains a significant enhancer of task performance. However, the nonsignificant findings on the affective commitment indicate that it might require other factors such as workplace culture, employee engagement, or organizational support to note more committed employees. The use of SEM in the study added rigors to the analysis for a more holistic understanding of how the variables are related to one another.

2.1.2.4 Gap Analysis

TNA, therefore, plays a very important role in linking the training programs with the objectives of the organization and the performance of the employees. Though the reviewed studies provide valuable lessons, they point out various gaps and limitations which the current study tries to fill. The critical analysis of the reviewed studies is presented below focusing on their limitations and contextual differences. A broad knowledge of TNA can be inferred from the study conducted by Ferdous and Razzak (2012) into the banking industry and that done by Guan and Frenkel (2019) in the manufacturing industries. Ferdous and Razzak (2012) emphasized the proper TNA as needed to develop an appropriate training program but are not generalizable due to the small sample size and less strong data collection methodologies; data have been collected from phone and email interviews only. On the other hand, Guan and Frenkel use state-of-the-art analytical techniques, such as the PROCESS macro, to unravel complex dynamics between training, work engagement, and performance. At the same

time, however, because of the time-lagged survey design of their study, no causal inferences can be made—a serious limitation in trying to establish direct relationships.

By comparison, the two studies have identified a critical gap: whereas Ferdous and Razzak focused on TNA's role in program design, Guan and Frenkel focused on post-training outcomes and contextual moderators such as HRM strength. How these approaches are combined is not discussed, let alone in public sector contexts such as NAPSA, where both pre-training assessment and organizational contexts are important antecedents of performance. Regionally, Kipara and Rwabishugi (2022) and Hemedi (2022) explore TNA in Tanzanian contexts, offering practical insights but revealing significant limitations. Kipara and Rwabishugi's (2022) findings that TNA is inconsistently applied at organizational levels align with Hemedi's emphasis on structural barriers, such as financial constraints and lack of management support. However, both studies focus on descriptive analyses without delving into the causal mechanisms linking TNA to performance outcomes. It further follows that the works also differ, of course, by emphasis: inconsistency in TNA application is suggested by Kipara and Rwabishugi while Hemedi places more on resource limitations in affecting training outcome. These separately refer back toward an important omission in knowledge upon how TNA best should be leveraged to surmount resources from hindering alignment against organizational goals of training. This is particularly related to NAPSA, and the enabling environment for TNA may be affected by the meager resource allocation and bureaucratic hurdles.

Combining these, the study conducted by Munjile (2016), Phiri (2019), Wendy (2021), and Sinvula et al. (2022) presents the indications of the Zambian context into banking and public sectors. The biggest problem, according to Munjile, was inconsistency in applying knowledge acquired from training to job tasks - a very general problem of translating TNA insights into practical outcomes. Similarly, Phiri reports a lack of connecting evaluation and training processes, implying that TNA is not often aligned with other business strategies. Wendy's research, while providing solid statistical basis on the impact of T&D on performance, was a multi-national company study. It has very little applicability to resource-constrained organizations such as NAPSA. While the use of SEM

by Sinvula et al. indeed provides robust analytical insights, it reveals a nonsignificant relationship between training and affective commitment, hence meaning that deeper issues of employee engagement and organizational culture cannot be addressed by training alone. The key gap across these local studies is a lack of integration between TNA, organizational strategy, and employee-specific needs. However, most of them fail to consider the fact that such dynamics, especially bureaucratic processes/lack or insufficient allocation of resources within the public sector, may impact TNA effectiveness.

2.1.3 Employee E-Training and Face-to-Face Programs

The intersection of technology and human resource management has thus inspired research into the influence of digital training, mainly e-training, on employee performance. With increased use of technologies for e-learning globally, regionally in Africa, and locally in Zambia, changes have occurred both in the way training is delivered and in the impacts such training has on productivity. The next section reviews a number of important studies on this subject.

2.1.3.1 Global Context

An extended research study was done by Kamal, Aghbari, and Atteia in 2016 on e-training in the Ministry of Education in the Kingdom of Bahrain. The researchers sought to determine the readiness of the ministry to adopt e-training and its impact on employee performance. The data were collected using an analytical descriptive approach through a structured questionnaire from 194 employees. Results have shown that there is a positive and significant relationship between e-training and employee performance, having a correlation coefficient of 0.358. Further, e-training enhanced job performance by 25.3% - Kamal et al., 2016. The source is important in underlining benefits of e-training, like enhancement of job performance, but it also creates a hint toward organizational readiness relevant for different industries across the world.

However, critical analysis of results indicates that findings also highlight some limiting factors: demographic variables, qualification, and job experience are one of the strong predictors of e-training outcomes. The sample size is small and can reduce the generalisability of their results to other sectors. However, the focus on demographic

impact creates more openings to understand how organizations can contextualize the e-training considering the varying profiles of the employees (Kamal et al., 2016).

Ismail et al. (2022) studied the impact of e-training on employee performance in the manufacturing sector in Malaysia. The research study was carried out in various companies and the data was retrieved from 80 employees by an online survey questionnaire. The results, however, did not indicate significant associations between e-training and employee performance. This contradicts the findings by Kamal et al. It suggests that the context and industry sector may be influential in the outcomes of e-training. The study recommended diversification of e-training platforms to increase effectiveness (Ismail, et al., 2022). This thus points to the difference between Kamal et al. (2016) and Ismail et al. (2022) in raising some fundamental questions about sectoral relevance of e-training. It is plausible that in sectors relying heavily on manual skills, e-training may not immediately result in enhanced performance. This therefore serves as a caveat that the effectiveness of e-training cannot be generalized to apply across all sectors.

Farouk (2022), explored the dimensions of e-training by examining efficiency, methods, and environment as predictors of employee performance. In a study on 103 employees in Egypt's private sector, Farouk found that efficiency-content and trainer-was the most significant predictor of employee performance, followed by the e-training environment. Another important result is that demographic variables like gender, education level, and age had no effect on perceptions of e-training. It follows then that content and delivery variables become more important in an e-training system than demographic differences. Farouk, 2022. Farouk's (2022) study supports the effectiveness of e-training, as confirmed by Kamal et al. (2016), but further clarified that high performance is actually driven by effective content structure and a proper learning environment. That is, quality of training materials an organization should invest in, and environments suitable for learning, whether physical or virtual.

2.1.3.2 Regional Context

In Africa, a study conducted by Selase and Avenorgbo in 2021 focused on the effect of e-training on employee performance for small and medium enterprises during COVID-19.

The study, which was based on a descriptive approach, indicated that e-training helps improve employee performance in Ghana. The findings are consistent with those of Farouk (2022) and Kamal et al. (2016), as the study found a significant positive relationship between e-training and employee performance. However, the study also pointed out that infrastructural challenges, such as poor internet connectivity, can hamper the effectiveness of e-training in the African context (Selase & Avenorgbo, 2021).

According to Selase and Avenorgbo (2021), infrastructure challenges are one of the major concerns for developing regions where access to stable internet might be considered a luxury. This is an important factor to be taken into consideration by organizations in Africa that would wish to implement e-training. The issue of the digital divide needs to be addressed to enjoy the full benefits of e-training, and this is often overlooked in more developed regions.

Concerning Bidco Oil Refineries, Kenya, Nandoumenodji (2023) assessed the effect of e-training on employee performance. Adopting a descriptive research design, it was established that e-training practices were related and highly positively associated with organizational performance. More interestingly, his work unfolded the role played by human resource management information systems in ensuring that e-training programs are effective. The research recommended the development of e-training programs for improving employees' morale, which is very low, and also for creating appropriate metrics necessary for assessing their performance. While most of the literature has focused on performance enhancement, Nandoumenodji (2023) introduces employee morale and the integration of HRMIS as the missing links in the success of e-training programs. This calls for an integrated human resource strategy that combines technological and human elements to achieve better training outcomes.

Epebinu and Abiola-Oke (2021) did an elaborate study to establish the effect of e-training on organizational performance or OP in the Nigerian brewery industry. Indeed, their findings indicated that e-training had a significant and positive effect on organizational performance, with $\beta = 0.429$, $t = 8.188$, and $p < 0.05$. It adopted Partial Least Squares Structural Equation Modeling (PLS-SEM), where 332 employees were surveyed. These

training programs were found to significantly enhance employees' skills and subsequently increase their performances as described by Epebinu & Abiola-Oke (2023).

E-training also made it possible to have flexible learning and continuous learning, which had proved vital during the post-COVID-19 era when firms could only sustain productivity through the retention of talents. The policy implications are that organizations, especially those in dynamic skill sets industries, should remain committed to investing in e-training as part of their long-term strategy for achieving sustainable capacity and organizational growth. This study established that e-training is particularly effective in environments where flexibility, scalability, and accessibility are paramount (Epebinu & Abiola-Oke, 2023). It also confers advantages on cost in terms of logistics and accommodation compared to more traditional face-to-face training programs and hence would be more attractive for companies in trying to cut overheads while maintaining performance standards.

Alkashami, 2023 has expanded this further in the area of digital training and discusses the impact of e-training, e-leadership on employee performance with a mediating effect of work motivation. The study conducted on 212 bank employees from Bahrain also applied SEM to confirm that both e-training and e-leadership have a positive effect on employee performance. Work motivation has not been found to play the role of a mediator in this case; therefore, from this point of view, the influence of digital training and leadership on performance is more direct than was assumed by Alkashami (2023). Results from this study shed light on the fact that digital work environments are highly reliant on the role of leadership to institute an e-training program, so it delivers performance enhancements effectively. E-leadership supports e-training by providing, aside from equipping the employees with necessary skills, leadership through the remote learning environment.

Though Epebinu and Abiola-Oke 2021 and Alkashami 2021 proved the increasing relevance of e-training, traditional face-to-face training programs have their place, particularly for areas that require practical exposure and interpersonal contact. It is through face-to-face training that one can get immediate feedback, real-time interaction, and interpersonal skills, which might be difficult to achieve in virtual settings.

In addition, face-to-face programs allow for networking opportunities, team cohesion, and the building up of organizational culture that may indirectly benefit employee performance. These programs also offer more control over participant engagement, making sure that employees are fully immersed in the learning experience without common online distractions.

Face-to-face programs have the drawbacks of costs linked to traveling, accommodation, and venue hiring. Apart from that, they are inflexible regarding the scheduling and access that can be granted within highly dispersed organizations, or in some situations like COVID-19, where remote training was necessary.

2.1.3.3 Local Context

A study by Thelma (2024), provided the local Zambian perspective to complete this study on the impact of remote learning-one form of e-training-on educational outcomes within higher learning institutions in Lusaka. This approach has allowed mixed-methods collection of data from 215 respondents using questionnaires, case studies, and interviews. The findings indicated that while remote learning increased accessibility and flexibility, it also highlighted disparities in digital access and negatively impacted social development due to reduced in-person interaction (Thelma, 2024). These findings align with the infrastructural concerns raised by Selase and Avenorgbo (2021) in the broader African context.

Thelma, in the year 2024, also insists on the same argument: face-to-face interaction in the employee development area. As much as e-training provides an easy way of access and flexibility in time management, it lacks human contact that is very necessary for instilling teamwork and collaboration skills in many industries. This is very true for Zambia, where not all the cities have reached a full development stage that would accommodate large-scale e-training.

A theme throughout these contexts-global, regional, and local-is that indeed, e-training can improve employee performance, yet it is subject to, among other things, the quality of contents, infrastructure, sector-specific needs, and demographic variables. This view contrasts with research done by Kamal et al. (2016) and Farouk (2022), which highlighted

only positive results of e-training. Other studies, such as Ismail et al. (2022), however, warn that not all sectors or contexts may benefit in terms of performance improvement.

Several key implications emanate when relating this to the present study. These include infrastructural challenges noted by Thelma 2024, and Selase and Avenorgbo 2021, which remain quite valid in Zambia due to disparities in technology access. For instance, NAPSA has to consider a blended training model by marrying both e-training and face-to-face programs that may help to limit such issues. Farouk (2022) also establishes that e-training has guaranteed quality in both content and delivery mechanisms, focusing on the positive impact on employee performance at NAPSA.

Literature stands constant on the premise that, to date, though e-training tends to improve performance, contextual factors such as industry type, infrastructure, and demographics are also taken into account. It is most likely, however, that the difference in performance in NAPSA, especially from the point of view of a developing nation, will see much greater performance gains through a combined effort in e-training methods along with face-to-face contact.

2.1.3.5 Gap Analysis

The gap analysis identified from the review of literature on employee e-training and face-to-face programs has indicated a few avenues of further investigation along with limitations. Even though most of the available identified studies identified that e-training bears a positive relationship with employee performance, a few limitations are to be considered seriously. Although some studies have reported positive results of e-training, such as Kamal et al. (2016) and Farouk (2022), their findings were always limited in sample size and context. For instance, Kamal et al. (2016) based themselves on a relatively small sample of 194 employees in Bahrain, probably too narrow to describe bigger global trends or account for variations in organizational readiness or sector-specific needs. Once more, Farouk's study (2022) was limited to the private sector in Egypt, so even its affirmation of the role of content and delivery in e-training did not extend to test how such factors might vary across industries or across organizational cultures. In addition, this constitutes a limitation to generalizability of findings for broader applicability across sectors. For the present study, on NAPSA, it is expected to bridge this gap by

considering the sector-specific context and broader demographic profiling of the employees.

For instance, the study by Ismail et al. (2022) does not support e-training in general, since no significant relation between e-training and employees' performance has been present in the manufacturing industry. This could have been an interesting gap to fill showing how different industries are impacted differently because of e-training. What happens in knowledge-based sectors, such as education or banking, may not necessarily happen in the same way within a manufacturing setup where the skills are more physical and hands-on. This could be the same case in the public sector environment of NAPSA, where e-training effectiveness mostly depends on the nature of job roles. It, therefore, requires further and more detailed research into sectoral applicability, especially in public service organizations such as NAPSA.

Thirdly, there are infrastructural challenges, among others, as discussed by Selase and Avenorgbo 2021 and Thelma 2024, which has made this very relevant in Zambia because of the fact that the country might not have that strong digital infrastructural support. These gaps in access to digital resources further show inequality in effective e-training. While e-training is flexible and cost-saving, certain problems concerning internet connectivity and the availability of technologies in rural areas or small offices of NAPSA may hamper its success. This brings into view the need for a hybrid or blended learning model that will combine e-training with face-to-face interactions to accommodate an inclusive and adaptive approach toward employee development.

Other authors, such as Nandoumenodji (2023), also pointed out human resource management information systems and work motivation as enabling ingredients towards successful e-training. Epebinu & Abiola-Oke, 2021 further explained that to lead with digital enablers, it was essential in the implementation of e-training, and morale with motive touches significantly among workers' performance. However, most of the reviewed studies do not duly address organizational culture and leadership supportive of such an e-training initiative. Further study may seek to explore how the organizational leadership at NAPSA can influence an e-training program so that both its content and learning environment are well managed.

In other words, while some studies have identified that e-training improves employees' performance, huge differences between various industries, digital infrastructure challenges, and organizational culture remain critical gaps. Such findings can be supported in the current research study at NAPSA by further investigating how the blended learning approach, featuring both e-format and face-to-face learning, may reduce infrastructural issues and improve performance in Zambia. The depth of the findings would be further enriched by understanding the leadership role in driving e-training success and integrating HRMIS to customize training interventions.

2.2 Theoretical Review

The theories that may assist in understanding the relationship between employee training and performance in NAPSA include Human Capital Theory, Kirkpatrick's Four-Level Training Evaluation Model, and Social Learning Theory. These theories stand out as most applicable in analyzing how training impacts organizational results in a turbulent work environment. The in-depth discussion of these theories shows how relevant and useful they are within the context of NAPSA.

2.2.1 Human Capital Theory

Human Capital Theory was advanced by economists such as Adam Smith and later elaborated by Gary Becker in the 1960s, stating that human capital which includes education, training, and health all forms of investments that augment productivity and economic returns (Becker, 1964). The theory also postulates that just as firms invest in physical capital, they should equally invest in human capital to augment efficiency and returns at the level of the organization. According to Becker, human capital is marked by investments in skills, knowledge, and competencies that realize long-term returns for both the employees and the organizations. The basis for this theory is that human skills and abilities are like physical assets, which can be trained and enhanced, hence leading to improvements in performance accordingly (Baron & Armstrong, 2007).

In the case of NAPSA, Human Capital Theory applies to its training programs since the organization desires to enhance the service delivery through training of its employees. Efforts by NAPSA to enhance competencies among its staff in ICT, customer service, and

onboarding into the organization are all in line with the principle of capitalizing on human capital to enhance organizational performance (NAPSA, 2023). This way, NAPSA equips its personnel to be both technical and interpersonally competent in a myriad of tasks, including managing the eNAPSA platforms, having good membership relations, among others. In this regard, training of employees at NAPSA can be viewed as a strategic investment that seeks to enhance both individual and organizational performance in support of Becker's argument that well-trained employees are more productive in their contribution to organizational success.

Application of Human Capital Theory in understanding the training program at NAPSA also suggests that training is not a cost, but an investment in capital with assured returns. The investment in state-of-the-art digital systems by NAPSA and the relentless drive toward improvement in the skills for its personnel through appropriate training programs are a testament to the respect accorded to human capital within the organization. According to Becker, this indeed suggests that investment in employee training would, in fact enhance operational efficiency, reduce errors, and also improve customer service, hence giving the organization a competitive edge. In investing in its human capital, NAPSA positions itself to cope with the changes that are wrought by technological changes and generally meet high levels of service quality in the social security sector (Albrecht, et al., 2015).

2.2.2. Kirkpatrick's Four-Level Training Evaluation Model

The Four-Level Training Evaluation Model was developed by Donald Kirkpatrick in 1959 to provide a framework for assessing the outcomes of the training. To this effect, the model examines the training results at four levels. The Kirkpatrick & Kirkpatrick's four levels of training evaluation (2006) include Reaction, Learning, Behaviour, and Results. The model assumes that the evaluation of the training should not only be about the participants' response to the training but also about the knowledge and skills acquired, using such skills in the workplace, and the overall organizational impact. This multi-level approach allows organizations to evaluate both the short-run and the long-term impacts of the training interventions which will increase the training contribution to the intended performance gain (Praslova, 2010).

When applied to the case of NAPSA, Kirkpatrick's model offers a framework that could be utilized to measure the effectiveness of the company's training programs for its employees (Kirkpatrick & Kirkpatrick, 1996). For example, the first level, Reaction, would involve determining how NAPSA employees perceive the ICT training or the customer service programs they are given. The questionnaires can also be used as another form of feedback that can be collected from the employees to determine their satisfaction level with the content. At the second level, Learning, NAPSA can determine if the employees have acquired new knowledge or skills through tests or quizzes after the training. These assessments help in establishing the extent of effectiveness of the training in the short run in relation to knowledge gain as indicated by Alsalamah & Callinan, 2021.

The last two levels of analysis, namely the Behavior level and the Results level are important in assessing the effectiveness of the training in enhancing the organizational performance of NAPSA. Behaviour assesses whether the employees are putting into practice the learnt skills in activities such as the use of eNAPSA or enhancement of customer relations. Results, the fourth level, gauge whether the training has achieved the intended results, such as improved operational efficiency, improved customers' satisfaction, or reduction in service failure cases (Alsalamah & Callinan, 2021). Kirkpatrick's model is particularly relevant to NAPSA since it offers a systematic way of relating training programs to performance outcomes; the training efforts will yield results in terms of measurable enhancement of individual and organizational performance.

2.2.3. Social Learning Theory

Proposed by Albert Bandura in the 1970s, Social Learning Theory maintains that learning is a social process occurring through observation and imitation of others' behavior (Bandura, 1977). It hypothesizes that individuals learn through imitation of other people's behavior and the consequences that follow such actions, and therefore interaction is an essential element in the learning process. Bandura's theory also brings out the idea of vicarious reinforcement which is the inclination to perform certain behaviors because others have been reinforced for the same behavior. The theory presupposes that learning requires attention, retention, reproduction and motivation cognitive operations (Bandura, 2019).

To NAPSA, the social learning theory is relevant in a situation where training is being done, and the employees are learning from each other or in other situations where learning takes place in the workplace informally (Jeffries, 2023). In turn, new employees in NAPSA can learn from the behavior of colleagues since onboarding or face-to-face training and learn to provide good service or manage the use of information and communication technology. This peer-based learning increases the level of sharing ideas among employees and an ability to imitate successful behaviors. For instance, if a seasoned employee behaves in a particular way when responding to member inquiries through the eNAPSA platform, other employees are likely to mimic such behavior especially if they get positive effects of the behavior such as increased customer satisfaction or faster service delivery.

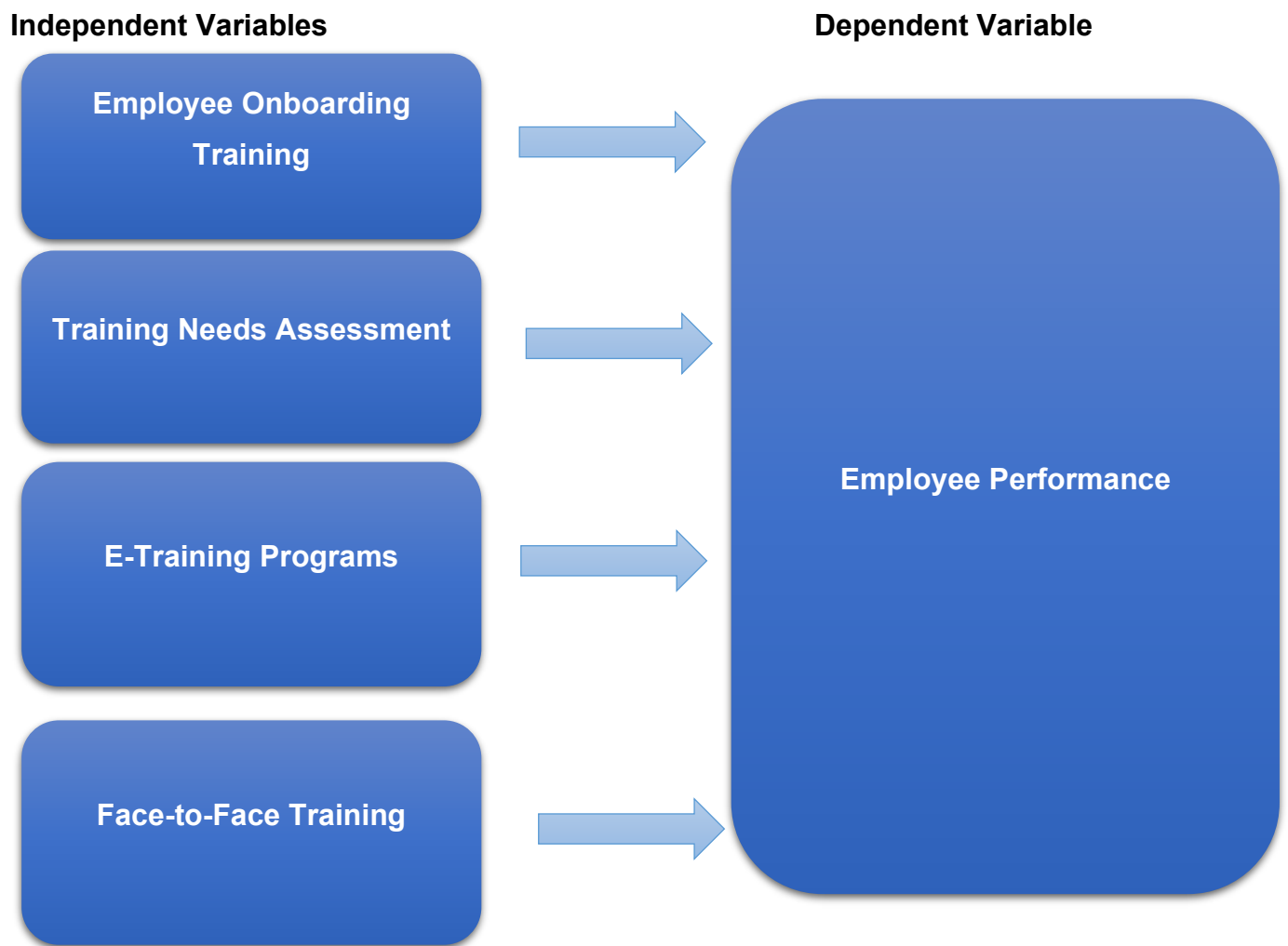
Another aspect of Social Learning Theory is motivation that is considered to play a very vital role in the process of learning. NAPSA can enhance the effectiveness of training through establishing organizational culture that supports learning and sharing of knowledge. It is also found that those employees who witness their counterparts applying new skills for which they received recognition are more likely to participate in training and apply the learned behaviours at the workplace. This theory, therefore, suggests that NAPSA should not only focus on the formal training but also create the environment for the informal learning and the interaction between the peers which would support continuous learning and improvement of the skills (Shum & Ferguson, 2012).

The theoretical underpinning provided by Human Capital Theory, Kirkpatrick's Four-Level Training Evaluation Model, and Social Learning Theory presents a critical understanding of how employee training influences performance at NAPSA. According to Human Capital Theory, investing in the employee skill base has long-term dividends, while Kirkpatrick's model provides a systematic basis on which the efficiency of training programs can be assessed. Social Learning Theory emphasizes the role of social context and peer learning in improving training outcomes. Together, these two theories form a good basis on which the effectiveness of NAPSA's employee training programs can be evaluated in terms of organizational performance.

2.3 Conceptual Framework

The conceptual framework of this study aligns with the theoretical framework by illustrating how different types of employee training influence employee performance at NAPSA. The framework integrates the Human Capital Theory, Kirkpatrick's Four-Level Training Evaluation Model, and Social Learning Theory, highlighting their impact on training and performance relationships. The key variables in this study include independent variables (types of training) and the dependent variable (employee performance). Figure 1 presents the revised conceptual framework, incorporating the relationships among variables in line with the theoretical foundation.

Figure 1: Conceptual Framework



2.3.1 Independent Variables

2.3.1.1 Training Needs Assessment

Training Needs Assessment (TNA) identifies the skill gaps and knowledge deficiencies within the workforce. It ensures that training programs are aligned with employees' actual needs, thus maximizing effectiveness. A well-conducted TNA allows organizations to design customized training programs that target specific areas of improvement, avoiding unnecessary training expenses. According to Human Capital Theory, investment in training should be strategic and data-driven, ensuring that employees acquire relevant skills that enhance productivity and efficiency. TNA also ensures that training resources are allocated efficiently and that training interventions are aligned with the organization's overall objectives.

2.3.1.2 Employee Onboarding Training

Onboarding training equips new employees with essential knowledge about organizational policies, culture, and job expectations. Effective onboarding enhances job readiness and efficiency, leading to faster integration into the workforce. This aligns with Social Learning Theory, as new employees observe and imitate experienced colleagues' behaviors. A structured onboarding process reduces employee turnover, boosts confidence, and fosters a sense of belonging, leading to higher engagement levels. Additionally, onboarding programs that incorporate mentorship and interactive sessions further improve knowledge retention and application, ensuring new employees quickly adapt to their roles and contribute effectively to organizational performance.

2.3.1.3 E-Training Programs

E-training programs provide flexible, technology-driven learning opportunities. These programs enhance accessibility to training, making learning more convenient, particularly for employees who may not have time for traditional face-to-face training. E-training allows for self-paced learning, which can improve knowledge retention by enabling employees to revisit materials as needed. Kirkpatrick's Model suggests that reaction and learning levels are key in assessing the effectiveness of such programs, ensuring employees gain practical knowledge and skills that translate into better job performance. Moreover, e-training programs can be easily updated to reflect industry advancements,

ensuring that employees remain knowledgeable about the latest trends and technologies in their field. The cost-effectiveness of e-training further enhances its appeal, as it minimizes logistical constraints associated with in-person training.

2.3.1.4 Face-to-Face Training

Traditional in-person training fosters interaction, discussion, and hands-on learning experiences. This method is effective for complex skill development and immediate feedback, particularly in areas where physical demonstrations or collaborative exercises are required. In line with Kirkpatrick's Model, face-to-face training can be assessed at the behavioral and results levels, determining whether employees apply learned skills in their daily tasks. The interactive nature of face-to-face training enhances engagement, improves communication skills, and allows for real-time clarification of doubts. Additionally, group discussions and role-playing exercises in face-to-face training sessions contribute to deeper understanding and application of concepts, leading to tangible improvements in employee performance.

2.3.2 Dependent Variable: Employee Performance

Employee performance refers to the efficiency and effectiveness with which employees execute their duties. Performance improvements are assessed through increased productivity, quality of work, customer satisfaction, and goal accomplishment. Training directly enhances employees' competencies, aligning with Human Capital Theory's argument that investments in employee skills yield long-term benefits. Effective training programs result in employees who are more confident, adaptable, and capable of handling their responsibilities efficiently. Furthermore, improved performance leads to higher customer satisfaction, reduced operational errors, and enhanced overall organizational productivity. Continuous training ensures that employees remain motivated and committed to personal and professional growth, reinforcing the organization's competitive advantage.

2.3.3 Interaction of Variables

The conceptual framework shows that training needs assessment plays a pivotal role in determining the type of training programs required. Effective TNA ensures that

onboarding, e-training, and face-to-face training address specific skill gaps. E-training and face-to-face training contribute to continuous learning, while onboarding ensures new employees integrate into the organizational culture smoothly. The interaction of these variables demonstrates a cyclical process where training needs assessment identifies gaps, leading to tailored training interventions. Onboarding provides the foundation for new employees, helping them assimilate into the organizational environment, while e-training and face-to-face training further refine and enhance skills. Social Learning Theory underscores the importance of peer-based learning in reinforcing training outcomes. Employees learn not only from formal training programs but also from observing and interacting with their colleagues. This informal learning complements structured training and accelerates skill acquisition. Ultimately, these training interventions collectively enhance employee performance, driving overall organizational efficiency at NAPSA. A well-integrated training strategy ensures that employees are continuously developing, adapting to changes, and contributing to the organization's long-term success. Organizations that prioritize training and development are more likely to maintain a skilled and motivated workforce, thereby achieving sustainable growth and competitive advantage.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter describes the methodology of research in establishing the link between employee training and the performance of those employees. It will explain the research design, population, sample selection, data collection tools, statistical analysis techniques, and considerations for the use of ethical procedures to address the choice of each approach. This part of the research methodology is relevant to ensure the research achieves its set objectives in a very organized manner.

3.1 Research Approach

This study adopted a quantitative approach, which has enabled the researcher to collect numerical data required in establishing relationships between variables. Quantitative research is suitable for studies that aim at measuring the level at which training may influence performance and come up with generalized findings. This kind of research method has been found appropriate by Bryman, 2016. This approach is preferred in organizational studies because it allows the researcher to use statistical tools to analyze the significance and strength of relationships between variables (Hair, et al., 2019). It also supports the use of structured instruments such as questionnaires, which are effective for gathering standardized data from a large group of participants (Cohen, et al., 2018).

3.2 Research Design

The correlational research design was adopted for the study because it befits an investigation into the relationship between employee training programs and employee performance. In most cases, when the objective is to establish the extent and direction of association between variables, a correlational research design is used (Creswell, 2014). In this respect, the research design allowed for the examination of the relationship between training programs like onboarding, training needs assessment, e-training, and face-to-face training with employee performance metrics such as productivity, efficiency, and job satisfaction. Unlike in experimental designs, correlational research does not manipulate variables but, instead, relies on naturally occurring variations to establish a probable relationship among variables (Saunders et al., 2019). This has substantial value

to understanding the dynamics between training programs and performance outcomes in the 'real world' organizational settings.

3.3 Population

Target population for the study were staff at NAPSA Headquarters. Records from the Organisation's human resource indicated that NAPSA HQ has approximately 300 employees. The population represents a fair representation of a diverse group of employees across the different departments, hence suitable to assess the impact of training and development programs across the organization. Focusing on this population is important because it represents a significant portion of individuals impacted by the training and benefits programs administered by NAPSA, which in turn provides a broad perspective in regard to how these programs impact employee performance (Armstrong & Taylor, 2017)

3.4 Sample Size

In this regard, the study has used the Yamane formula as suggested by Yamane (1967) in estimating a number of participants required for the study to ensure the results are reliable and valid. The formula is suitable for research in which the population is identified, and it helps to determine the adequacy of the sample to extend the results to the population. The sample size is based on the total population of 300 employees at NAPSA HQ. The Yamane formula will help in determining the appropriate sample size required in a study with a large population to get an accurate result. The formula is given as:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{300}{1 + 300 \times 0.05^2} = 172$$

Where:

- n = sample size
- N = population size (300 employees)

- $e = \text{margin of error (0.05)}$

With this, a sample of 172 respondents was targeted. In selecting the participants, a simple random sampling technique was adopted to ensure that every employee has an equal probability of entering into the study (Etikan, et al., 2016). In this way, this technique can reduce the impact of selection bias and improve the representation of the samples, which are significant in terms of ensuring the reliability of the research outcomes (Zikmund, et al., 2013).

3.5 Sampling Technique

The sample size targeted 300 employees at NAPSA HQ, a simple random sampling technique. Simple random sampling was used to ensure every element in the population had an equal chance of selection to reduce selection bias, thus enhancing generalizability (Etikan et al., 2016). The above technique was derived to obtain a representative sample that would reflect the characteristics related to the whole population of employees. It was appropriate given the nature of the diverse insights needed from different employees in an organization for such findings to be applicable on the broader employee base. Besides, the adoption of the simple random method of sampling does reinforce the reliability and validity of the results, as the chances that any systematic error may occur during the selection of participants become minimal (Zikmund et al., 2013). Using the Yamane formula of 1967, the used sample size, at a 5% margin of error was calculated to be 172: It usually fits well in studies that are usually characterized by having a high, well-defined populations and determines sufficient samples which are deemed fit to create study outcomes reliably. It was also hoped that a combination of a valid sample size calculation with a random sampling technique would add weight to the robustness and accuracy of findings.

3.6 Data Collection Instruments

The structured questionnaire was the primary instrument of data collection. Structured questionnaires are considered to be one of the effective tools in collecting quantitative data, as they have uniform questions that are presented to all respondents, hence making the comparison of their responses easy (Fowler, 2014). The development of the

questionnaire was informed by previous studies conducted on employee training and performance, hence its relevance and comprehensiveness (Noe et al., 2017). The questionnaire consisted of two broad sections:

1. Demographic Information: This part elicited information on age, gender, department, and years of experience of the respondents. These variables were considered important control factors in the analysis of training effectiveness.

2. Employee Training and Performance: In this segment, the questions were closed-ended, 5-point Likert scale-based questions that ranged from 1 = Strongly Disagree to 5 = Strongly Agree on the effectiveness of various types of training programs regarding their impact on employee performance. The Likert scale is considered appropriate for assessing the intensity of feelings and perceptions of the respondents (Joshi, et al., 2015). The questionnaire was pretested on 10 employees in order to establish face validity and the reliability of the items from the study of Dillman et al. (2014). From the responses obtained from the pilot test, an attempt was made to fine tune the instrument so that the questions were clear and able to provide the required data.

3.7 Data Collection Procedures

Data collection took four weeks and targeted both physical and electronic means to maximize access and convenience to participants. Depending on preference and availability, participants were approached either face to face or online. Besides that, questionnaires were also physically distributed at NAPSA Headquarters, and face-to-face interactions were held. At the same time, an electronic version of the questionnaire was distributed via NAPSA's internal communication systems by email. The dual approach was meant to enhance the response rate by allowing for preferences to be accommodated and by affording all employees an opportunity to participate in the research (Groves et al., 2011). For that reason, it is necessary for respondents to get full information regarding the study's purpose, confidentiality of responses, and right to withdraw from research anytime without any penalty before participating in the research. Both physical and electronic questionnaires had consent forms which participants

confirmed prior to the actual completion of the survey. This ensured that the standard for ethical research practices has been upheld (Creswell, 2014). These questions were phrased to be short and complete; the time taken to fill out this whole questionnaire was approximately 15—20 minutes.

Reminders were sent out two weeks from the original distribution date to enhance the response rate. The reminders for those who responded online were sent through e-mail attachments, while those who were interviewed face-to-face received theirs direct. The physical questionnaires had one collection point, within NAPSA headquarters, for easy submission. Data integrity and confidentiality were maintained since the electronic responses went directly into a secure, password-protected database. The guidelines on research ethics of the University of Lusaka were fully adhered to in regard to all information collected during the data collection process. This means all information was handled with strict confidentiality, and no personal identifiers were included in the analysis.

3.8 Data Analysis

SPSS version 27 was therefore used to analyze data collected using the tool because, in quantitative research, it is widely recognized for its reliability in handling big data and for its breadth of statistical functions. According to Pallant (2020), the SPSS is important in analyzing data collected using the tool. The research was analyzed in a structured fashion to make sure that research objectives and hypotheses were answered in the right way. The data was first summarized using descriptive statistics, taking into consideration measures such as means, medians, standard deviations, and frequency distributions. These were initial steps in viewing the dataset with trends and patterns around employee training and performance. According to Field (2018), multiple linear regression analysis was used as the principal statistical method of analyzing the relationship between employee training and performance. This is especially suitable for research on the strength and direction of relationships among several independent variables-onboarding training, e-training, face-to-face training, and training needs assessment-and a dependent variable, which is employee performance.

Moreover, multiple linear regression controls the confounding variables, thus giving a more elaborate overview of which one of the training programs affects the metrics of productivity, job satisfaction, and efficiency (Cohen et al., 2018). Also, the Pearson correlation analysis was used to measure the strength and the direction of the linear relationships of the key variables. The results of this analysis added to the regression results by explaining how variables are related before other predictor variables (Pallant, 2020). However, these statistical methods are used to have a complete and strong analysis of the data that gave insights into how employee training affects performance but in a methodological way. The results will be presented in tables and graphs to improve clarity and facilitate interpretation.

3.9 Validity and Reliability

To ensure the validity and reliability of the research instrument and analysis, the following procedures and statistical measures were employed:

3.9.1 Validity

Content Validity: The questionnaire was reviewed by experts in human resources, training development, and research methodology to ensure it accurately measures the constructs of interest. Expert feedback helps to refine questions and ensure that they effectively capture the nuances of employee training and performance (Taherdoost, 2016).

3.9.2 Reliability Analysis and Internal Consistency

The purpose of reliability analysis is to determine whether the items measuring any given scale or sub-scale correlate highly enough to ensure that the same underlying construct is being measured. For this study, Cronbach's Alpha has been used as a measure of internal consistency, and reliabilities closer to 1.0 have been considered more reliable. The cut-off point adopted for acceptable reliability has been 0.7 (Nunnally & Bernstein, 1994). Each subscale in the questionnaire, based on reliability results, is interpreted below.

3.9.2.1 Onboarding Training

The Cronbach's Alpha for the onboarding training subscale was 0.839, meaning that it had a very good internal reliability. This fact establishes that all four items designed to assess onboarding training actually reach towards their aim and do so in a reliable and consistent way. Such a high level of reliability underlines the fact that this scale of onboarding training captures one unified dimension and, therefore, can be trusted as a measure of onboarding practice relative to employee performance.

Table 1: Onboarding Training Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.839	4

3.9.2.2 Training Needs Assessment (TNA)

The training needs assessment sub-scale returned a Cronbach's Alpha of 0.892, indicating excellent reliability. This would mean that the four items featuring in this scale would be internally consistent and measure the effectiveness of TNA. High internal consistency renews the strength of this sub-scale to capture the essence of how training needs are assessed and their implications for employee performance. This shows that the TNA process, as assessed by this tool, is well understood and well-reflected in the responses.

Table 2: Training Needs Assessment Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.892	4

3.9.2.3 E-Training

The reliability of the e-training subscale was found to be 0.902, indicating very high internal reliability. This strength in reliability supports the fact that the four items used to assess the construct of e-training are consistent and could therefore be dependable across time. Based on these facts, it was assumed that the sub-scale would give a very

good assessment of how e-training programs contribute to performance and hence constitutes one of the crucial variables for assessment.

Table 3: E-Training Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.902	4

3.9.2.4 Face-To-Face Training

The face-to-face training subscale had an excellent reliability score, with a Cronbach's Alpha of 0.908. This very high score signifies that the four items in this scale consistently measure the impact of face-to-face training on employee performance. The result validates the strength of this subscale in capturing the nuances and benefits of direct, in-person training methods within the organization.

Table 4: Face-To-Face Training Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.908	4

3.9.2.5 Employee Performance

The employee performance scale had the highest Cronbach's Alpha of 0.937 and thus had the best internal consistency. This finding means that the four items used in measuring employee performance are highly reliable and have a consistent construct. A high reliability score underlines the capability to offer dependable information about employee performance, influenced by different trainings.

Table 5: Employee Performance

Reliability Statistics	
Cronbach's Alpha	N of Items
.937	4

The results of the reliability analysis indicated that all the subscales in the questionnaire showed strong to excellent internal consistency, with Cronbach's Alpha ranging from 0.839 to 0.937. These results confirm that the instrument is well-designed and capable of measuring the constructs for onboarding training, training needs assessment, e-training, face-to-face training, and employee performance in a very reliable way. Consequently, the questionnaire provides a dependable foundation for assessing the relationships between these variables, contributing to the validity of the study's findings.

3.9.3 Statistical Measures in ANOVA:

3.9.3.1 R-Squared (R^2): In multiple regression analysis, R-Squared was used to determine the proportion of variance in the dependent variable (employee performance) that is predictable from the independent variables of training programs. The higher the R^2 value, the more the model explains a significant portion of the variance in the outcome, meaning that the training programs are effective predictors of performance (Field, 2018).

3.9.3.2 Durbin-Watson Statistic: The Durbin-Watson statistic was computed in order to investigate the presence of autocorrelation in residuals of the regression model. A value close to 2.0 reflects no autocorrelation, hence upholding the regression analysis assumptions. Values far below or above 2.0 may respectively indicate positive and negative autocorrelation, thus affecting the validity of the questioned regression results when present (Durbin & Watson, 1951).

3.9.3.3 ANOVA Results: ANOVA will be used to test whether there are statistically significant differences in employee performance between the various training programs. The ANOVA results will include:

- **F-Statistic:** this tells whether the overall regression model is statistically significant. If the F-statistic is significant, then at least one of the predictors is significantly related to the outcome variable (Field, 2018).
- **P-Value:** The p-value that is associated with the F-statistic permits determination of statistical significance of this model. Less than 0.05 means there is a part of the variance in employee's performance that could be explained by the model.

3.10 Ethical Considerations

Ethical requirements to safeguard rights and welfare:

- **Informed Consent:** The respondents were informed about the purpose of the study, that their participation is voluntary, and that they may withdraw themselves from the research at any time with no penalty whatsoever.
- **Confidentiality:** Confidentiality of the participants was assured. Data anonymization was done to protect the identity of the respondents.
- **Approval:** Ethical approval was first sought from the University of Lusaka Research Ethics Committee and from the NAPSA management prior to collecting any data. Normally, observing such ethics helps a research project stand up in its validity. According to Bryman (2016).

CHAPTER FOUR: ANALYSIS AND PRESENTATION OF FINDINGS

4.0 Introduction

This chapter summarizes the results of the analysis undertaken to assess the link between employee training methods used at NAPSA Headquarters, and then the employees' overall performance at NAPSA Headquarters. The demographic profile of the respondents is summarized in a manner that the first few variables are described for key variables of the study. And, finally, the chapter uses correlation analysis and multiple regression models to test the study's hypotheses about relationships between two or more of the variables. Diagnosis tests on the post-estimation that ensure the validity and reliability of the regression model have been conducted to confirm how these assumptions of normality, minimal collinearity, and an appropriate behavior of residual are met. The results are strengthened by these diagnostics, making the presented results more interpretable and robust. However, as with any analysis, a single observed outlier is called out for further investigation (e.g., perhaps data anomalies, or systematic issues).

4.1 Response Rate

The study achieved a 65% response rate and collected 112 responses against a target sample size of 172. The high response rate is not as high as anticipated. However, it is greater than 50%, and this increases the reliability of the findings. This response rate is due to the dual data collection method (physical questionnaire, electronic questionnaire), follow-up reminder of the non-responder, and the accessibility of the survey. Despite the dual data collection, the study recorded a non-response of 35%, implying that the study did not fully mitigate non-response bias, but the sample represents the target population adequately enough.

Table 6: Response Rate

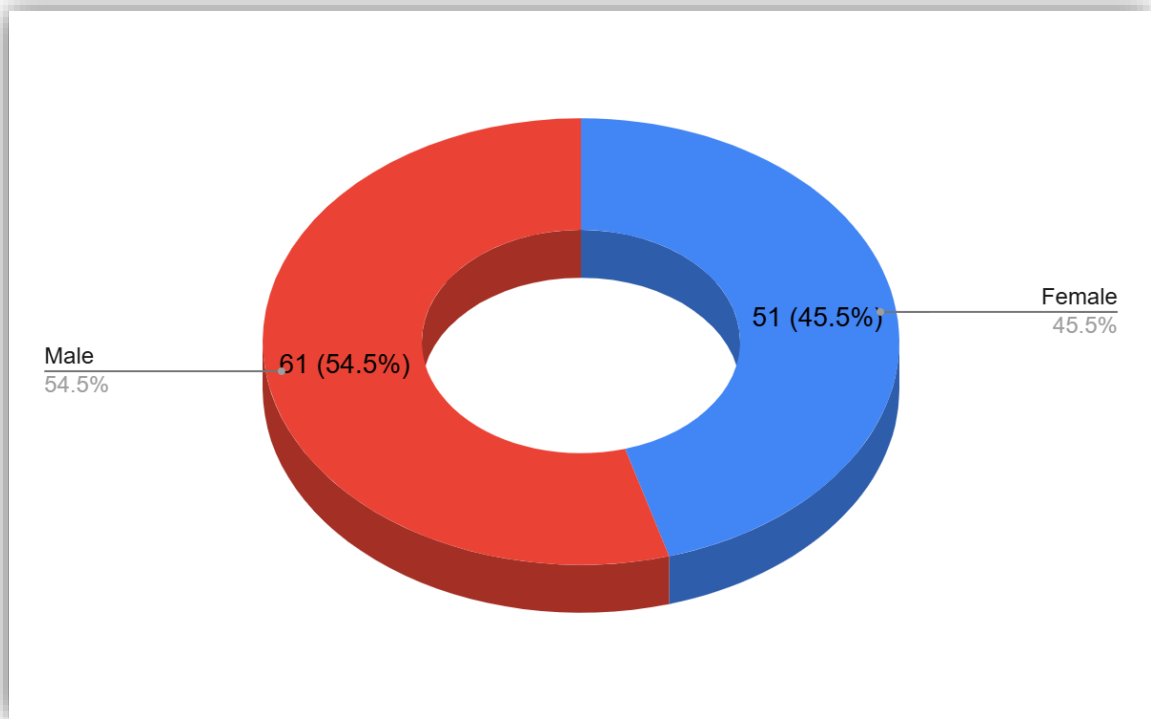
<i>Target Sample Size</i>	<i>Actual Responses Received</i>	<i>Response Rate (%)</i>
172	112	65%

4.2 Demographic Profile

4.2.1 Gender

Figure 2 shows that there are 54.5% males and 45.5% females' respondents. The structure of this fairly balanced representation deals with perspectives from both genders to increase the understanding of the relationship between employee training and performance, as it captures perspectives from both genders. The slightly larger portion of male respondents may be indicative of broader NAPSA, or similar organization workforce trends.

Figure 2: Gender

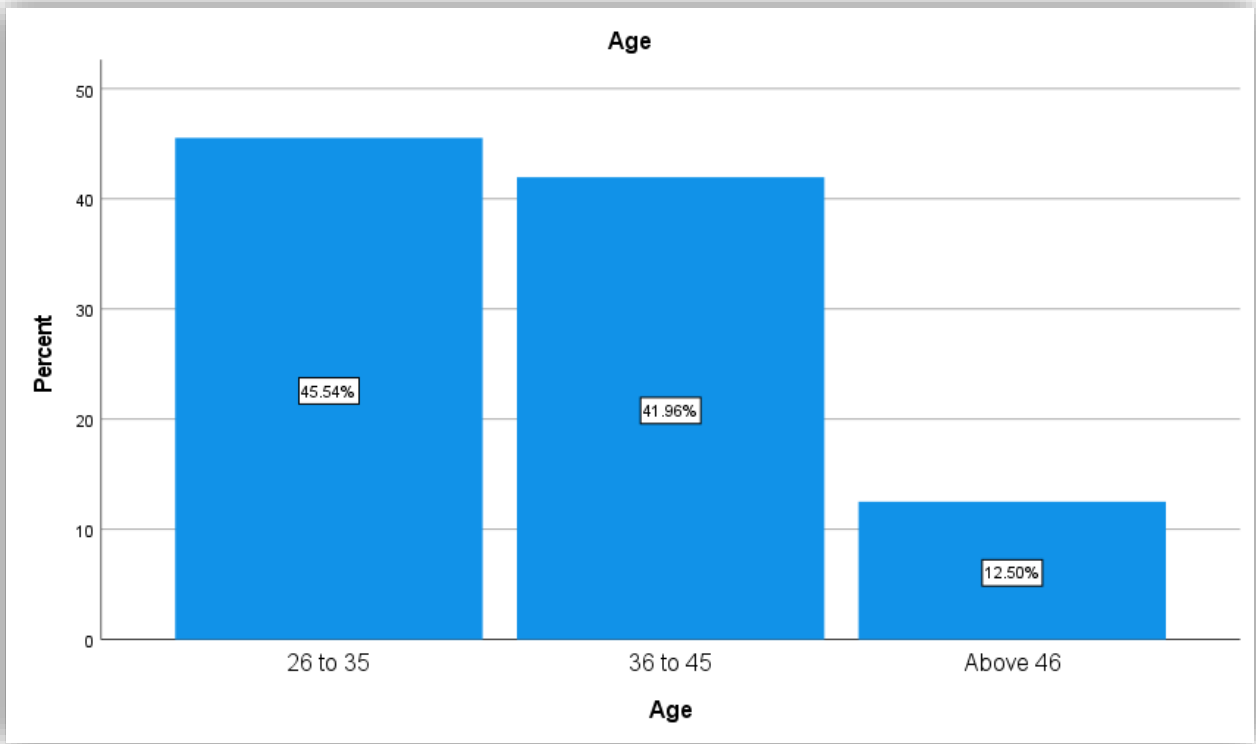


4.2.2 Age

The age profile of respondents shows that the largest proportion (45.5%) is in the 26-35 age range, with the second largest group (42.0%) in the 36-45 age range, and the remainder (12.5%) above 46 (Figure 3). That distribution suggests the NAPSA workforce

troops heavily with mid-career employees who are probably familiar with that training programs and have a fair amount of work experience. The demographic composition such as mid-career employees may be responsive to training initiatives if they seek training that will improve their career and boost their job performance.

Figure 3: Age

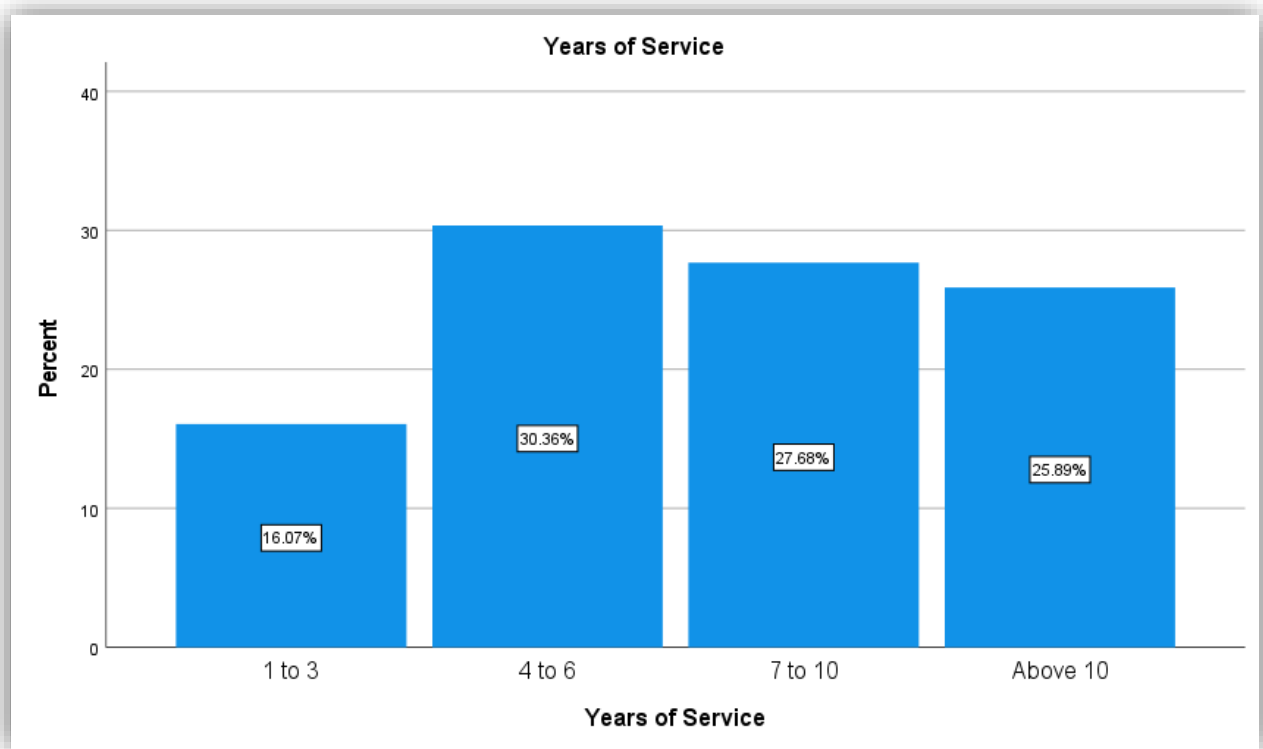


4.2.3 Years of Service

In terms of years of service, analysis shows that a good number of the respondents (30.4%) are in the 4 to 6 years bracket, 27.7% have 7 to 10 years' service. 25.9% of employees have 10 or more years of service and 16.1% of employees, having 1 to 3 years of service, (Figure 4). The findings suggest that, within an organization, it fosters value to have a range of experience levels on hand, and that a large proportion of employees have a substantial amount of tenure. This diversity is important because it helps us understand what effect training programs have on employees at varying levels

of career development, from beginning employees who are learning their way around their roles to experienced employees who will need more of an advanced training regimen to continue to perform.

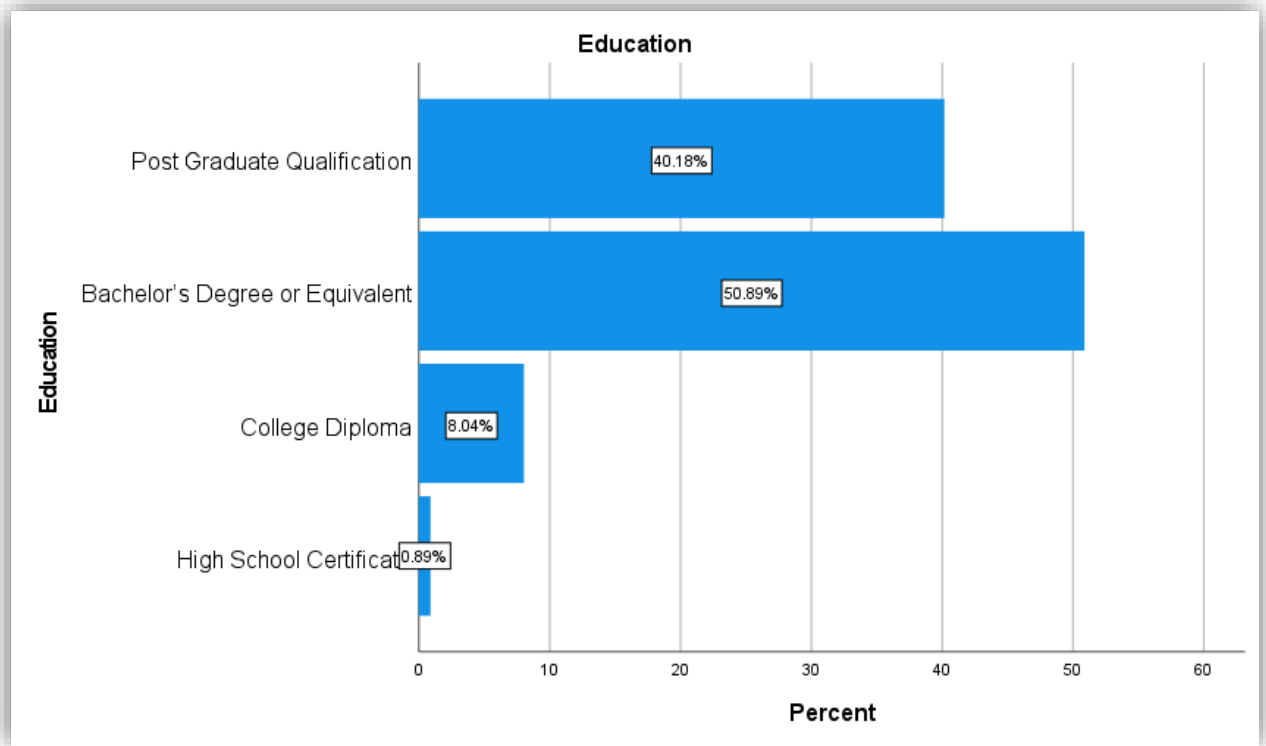
Figure 4: Years of Service



4.2.4 Level of Education

Respondents' educational qualifications revealed that 50.9 per cent had a bachelor's degree or equivalent, 40.2 per cent had postgraduate qualifications, 9.8 per cent had some technical or vocational qualifications. Those individuals with a College Diploma are in fact a smaller proportion of the respondents (8.0%); by comparison only 0.9% have a High School Certificate (Figure 5). A very well-educated workforce implies a large potential for absorbing and applying training initiatives. As experienced judged, more educated employees can be more flexible to the new ways of learning like e-training programs, and specialized face to face training, which influentially affects organizational performance.

Figure 5: Level of Education



Respondents comprise a diverse workforce; with individuals of different gender, age of twenty and above, working experience, educational background, and all other forms of diversity. This mix is rich in value for understanding how diverse training programs affect the engagement and performance of employees from different demographic groups with their particular needs and characteristics.

4.3 Descriptive Statistics

Descriptive statistics give the summary of central tendency and variability of key variables in the study. Employee Performance has a mean of 3.98 and a standard deviation of 0.968; meaning most employees felt their performance was high, but there is variation in how much variation it is. The arithmetic mean, or simply mean, of Face-to-Face Training is 4.16 and the standard deviation is 0.844, meaning that participants found Face to Face Training to be the most effective, and also that it was the most consistent, most of the time. In contrast, Onboarding Training (OT) (mean = 1.17; SD = 0.377) and E-Training

(mean = 1.12; SD = 0.322) also show low engagement levels due to these variables being binary coded, with lower means indicating limited participation. Mean for Training Needs Assessment (TNA) involvement (1.52, SD = 0.502) slightly higher than mean for moderate engagement (1.20, SD = 0.484). These statistics represent a bias for face-to-face training as well as the need to determine why the take-up of other training methods appears low.

Table 7: Descriptive Statistics

Descriptive Statistics			
	Mean	Std. Deviation	N
Employee Performance	3.98	.968	112
OT Participation	1.17	.377	112
TNA Involvement	1.52	.502	112
E-Training Participation	1.12	.322	112
Face-to-Face Training	4.16	.844	112

4.4 Pearson R Correlations

The correlation matrix examines the relationship between employee performance and various types of training: Employee Performance has the strongest positive correlation with Face-to-Face Training ($r = 0.599$, $p < 0.01$), suggesting that employees that attended face to face training reported a significantly higher performance. Employee Performance negatively correlates with Onboarding Training Participation ($r = -0.313$, $p < 0.01$), mildly suggesting that lack or scanty onboarding training can result in poor employee performance. Weak negative correlations are exhibited by E-Training Participation ($r = -0.167$, $p < 0.05$) and TNA involvement ($r = -0.092$, $p > 0.05$) with Employee Performance, with the latter being statistically insignificant. These results indicate that e-training has a small negative effect on performance, and TNA involvement does not strongly impact performance. Finally, other training variables typically have very weak intercorrelations, indicating that these methods operate independently, rather than synergistically. The findings of these suggest that out of these training methods, face to face training holds the greatest advantage in improving employee performance.

Table 8: Pearson R Correlations

		Correlations				
		Employee Performance	OT Participation	TNA Involvement	E-Training Participation	Face-to-Face Training
Pearson Correlation	Employee Performance	1.000	-.313	-.092	-.167	.599
	Sig. (1-tailed)	.	.000	.167	.039	.000
		112	112	112	112	112

The negative correlation between onboarding training participation and employee performance ($r = -0.313$, $p < 0.01$) suggests that employees who attended onboarding training rated their performance lower. This could indicate that the onboarding programs were insufficiently tailored to their job-specific needs or lacked practical components. Additionally, some employees may not have participated in onboarding training due to its unavailability or inconsistent implementation, further contributing to lower performance ratings. The weak negative correlation for e-training participation ($r = -0.167$, $p < 0.05$) may be due to the limitations of e-training programs, such as insufficient interactivity, technical challenges, or poor engagement. Moreover, not all employees might have been provided with access to e-training, leading to varied experiences and lower perceived effectiveness. For TNA involvement ($r = -0.092$, $p > 0.05$), the insignificant correlation could reflect a lack of widespread participation in the process. Employees might not view their involvement in TNA as relevant to their performance, or they may not have been included in meaningful assessments, resulting in a lack of connection between TNA and their job roles.

4.4 Model Summary

The results of the multiple linear regression analysis show predictive power of the training variables on employee performance. For the model, the R value is $R = 0.647$, showing that there is a moderately strong relationship between the predictors (the training variables) and employee performance. An R^2 of 0.419 indicates that the dependent variable explains 41.9% of the variance in employee performance using the component of Face-to-Face Training, TNA Involvement, OT Participation, and E-Training Participation taken together. A robust explanatory capacity is confirmed through the

adjusted R² of 0.397 that takes model complexity into account. The overall model is statistically significant (F-statistic: 19.294, p < 0.01): the predictors taken together explain employee performance. The most significant predictor of the results is expected to have been Face to Face Training with performance in the previous section correlated very strongly with it. The Durbin-Watson statistic of 1.932 falls within the acceptable range (1.5–2.5), suggesting no significant autocorrelation in the residuals.

Table 9: Model Summary

Model Summary ^b										
Model	R	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson	
1	.647 ^a	.419	.751	.419	19.294	4	107	.000	1.932	
a. Predictors: (Constant), FacetoFaceTraining, TNAInvolvement, OTParticipation, ETrainingParticipation										
b. Dependent Variable: EmployeePerformance										

4.5 ANOVA

The ANOVA (table 5) evaluates the overall statistical significance of the regression model. The Sum of Squares for the regression (43.565) indicates the variability in Employee Performance explained by the predictors: Onboarding Training Participation, Training Needs Assessment Involvement, E-Training Participation, and Face-to-Face Training. The Residual Sum of Squares (60.399) represents the unexplained variance. The F-statistic is 19.294, with a significance value (p < 0.001), confirming that the model is statistically significant. This indicates that the combined effect of the predictors is not due to random chance and meaningfully explains variations in employee performance. Thus, the predictors collectively contribute to the explanation of employee performance.

Table 10: ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.565	4	10.891	19.294	.000 ^b
	Residual	60.399	107	.564		
	Total	103.964	111			
a. Dependent Variable: Employee Performance						

4.6 Coefficients

The coefficients (table 6) represent strength and direction of the relationships between each training variable and Employee Performance (using 5-point Likert scale, ranging from 1 = Strongly Disagree to 5 = Strongly Agree). The value of Constant ($B = 2.214$, $p < 0.001$) represents a base level of employee performance (mean score = 2.21 on 5-point scale) for no training program. Importantly, the underlying training programs are able to influence the outcome substantially above the baseline indicated by this score.

Onboarding training participation ($B = -0.581$, $p = 0.004$) exhibits a significant negative relationship with employee performance, as reflected by the B value of -0.58. A decrease of 0.58 is observed in performance scores, each unit increase in onboarding training (e.g., moving from 'disagree' to 'neutral'). This may be a sign that onboarding programs are either ineffective or they are failing to adequately prepare employees for their role as participants scored lower on performance after onboarding. While Training Needs Assessment Involvement ($B = -0.169$, $p = 0.238$), has a negative coefficient, this result is not statistically significant ($p > 0.05$). Like the B value, the small TNA involvement B value ($=-0.169$), suggests that TNA involvement has little or no impact on employee performance with no improvement nor decline observed across the Likert scale. Given that employees are unlikely to perceive much relevance or utility in their involvement with the assessment process, this can likely go unnoticed.

The results indicate that E-training participation has neither meaningful relationship ($B = -0.003$, $p = 0.989$) with employee performance on the basis on its near zero coefficient ($B = -0.003$). Consequently, the findings suggest that the mere e-training programs failed to deliver meaningful enhancement of participants' scores on the Likert scale for performance due to the limitations of the program design, engagement or application on the job role. The biggest positive effect is from face-to-face training with a B value of 0.651 and $p < 0.001$ ($B = 0.651$). For every unit increase in participation (e.g., moving from "neutral" to "agree"), there is an associated increase of 0.65 in performance scores. This strong and statistically significant relationship ($p < 0.001$) highlights the effectiveness of face-to-face training programs in improving job satisfaction, productivity, and efficiency.

Employees are likely to perceive these programs as more interactive, practical, and impactful compared to other training methods.

Table 11: Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.214	.545		4.058	.000
	OT Participation	-.581	.198	-.226	-2.929	.004
	TNA Involvement	-.169	.143	-.088	-1.186	.238
	E-Training Participation	-.003	.234	-.001	-.014	.989
	Face-to-Face Training	.651	.086	.568	7.552	.000

a. Dependent Variable: Employee Performance

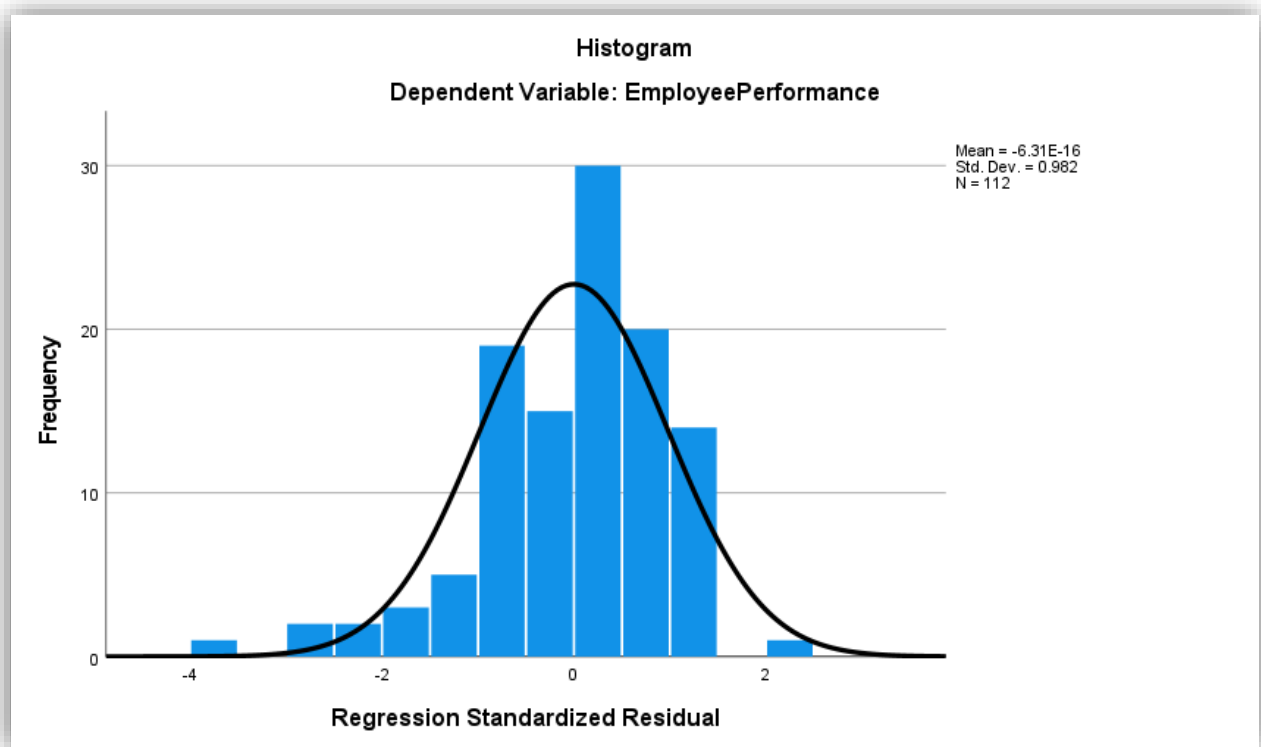
The negative coefficient for onboarding training participation ($B = -0.581$, $p = 0.004$) underscores that this form of training is not effectively addressing employee needs. The content might lack relevance or depth, leaving participants feeling unprepared and less confident in their roles. Additionally, the absence of onboarding opportunities for some employees due to logistical or resource constraints could explain why performance ratings decrease with onboarding training participation. The negative but insignificant coefficient for TNA involvement ($B = -0.169$, $p = 0.238$) suggests that employees do not perceive this process as valuable to their performance. Limited participation or the exclusion of some employees from meaningful involvement in the TNA process could have reduced its perceived utility. The near-zero coefficient for e-training participation ($B = -0.003$, $p = 0.989$) highlights the ineffectiveness of e-training programs in improving employee performance. This may stem from issues such as inadequate engagement, limited practical application, or a lack of follow-up support. Furthermore, some employees might not have had access to these programs, limiting their exposure and contribution to performance improvement.

4.7 Post Estimation Tests

4.7.1 Normality

The histogram (Figure: 6) reveals the standardized residuals for the regression model follow a normal distribution, as they should. Residuals are approximately normally distributed by the appearance of the residual curve, which is roughly bell shaped. The overlaid curve appears very close to a normal distribution, which verifies that residuals follow assumption of normality necessary for hypothesis testing via regression analysis. Further supporting the assumption of normality is mean of the mean residual is near zero (Mean = $-6.31E-16$). This shows that the regression model should be able to interpret and may be trusted for prediction.

Figure 6: Normality



4.7.2 Collinearity Diagnostics

Collinearity diagnostics table tests multicollinearity between independent variables in regression models. Condition Index values span from 1.000 to 19.602. Values below 30 usually mean that collinearity is not an issue. Variance proportions reveal that no variable contributes to much variance across numerous dimensions, indicating lack of

multicollinearity. This proves that the variance explained by the independent variables (OT Participation, TNA Involvement, E Training Participation, and Face to face Training) are not highly relationship and may well explain variance in employee performance.

Table 12: Collinearity Diagnostics

Collinearity Diagnostics ^a								
Model	Dimensio n	Eigenvalue	Condition Index	(Constant)	Variance Proportions			
					OT Participation	TNA Involvement	E-Training Participation	Face-to-face Training
1	1	4.761	1.000	.00	.00	.00	.00	.00
	2	.097	6.998	.00	.32	.45	.09	.02
	3	.070	8.244	.02	.13	.48	.00	.25
	4	.060	8.940	.00	.46	.00	.73	.03
	5	.012	19.602	.98	.09	.07	.17	.70

a. Dependent Variable: EmployeePerformance

4.7.3 Casewise Diagnostics

The casewise diagnostics table plots individual cases when the standardized residual is beyond the threshold (± 3). Case 17 is an outlier and has the largest standardized residual of -3.853. This indicates that this observation cannot be predicted well by the model. Yet, given that there is only one outlier, its effect on regression results is likely very small. Nevertheless, more work is needed in this case to characterize its peculiarities.

Table 13: Casewise Diagnostics

Casewise Diagnostics ^a				
Case Number	Std. Residual	EmployeePerfor mance	Predicted Value	Residual
17	-3.853	1	3.89	-2.895

a. Dependent Variable: EmployeePerformance

4.7.4 Residuals Statistics

The residuals statistics table provides a summary of predicted values and residuals: Actual mean of employee performance: 3.98, Predicted values range from 1.53 to 4.71. This implies that the regression model captures the central tendency of employees' performance. Residuals are between -2.895 and 1.756, mean = 0, and std. = 0.738. These values confirm that the residuals are symmetrically distributed and centered

around zero, meeting regression assumptions. The standardized residuals fall within the acceptable range (-3.853 to 2.337), with only one case exceeding ± 3 , indicating no severe violations of the regression assumptions.

Table 14: Residuals Statistics

Residuals Statistics^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.53	4.71	3.98	.626	112
Residual	-2.895	1.756	.000	.738	112
Std. Predicted Value	-3.918	1.170	.000	1.000	112
Std. Residual	-3.853	2.337	.000	.982	112

a. Dependent Variable: EmployeePerformance

The post-estimation diagnostics confirm that the regression model is appropriate for explaining the relationship between training methods and employee performance. The assumptions of normality, minimal collinearity, and acceptable residual behavior are satisfied, enhancing confidence in the model's validity and interpretability. Further attention may be needed for the outlier (Case 17) to ensure it does not represent systematic issues in the data.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Introduction

This chapter presents the discussion of findings from the preceding chapter. The discussion is centred around the four specific objectives of the study. The findings that are aligned with the objectives are discussed in relation to other empirical studies and theories discussed in chapter two.

5.1 The Relationship Between Employee Onboarding Training and Employee Performance

The study found a significant *negative* correlation between onboarding training participation and employee performance ($r = -0.313$, $p < 0.05$), with a coefficient of $B = -0.581$ ($p = 0.004$) in the regression analysis. This implies that the employees' participation in onboarding training is associated with lower self-reported performance as it is implemented. However, this does not align with the common assumption that the more effective onboarding is, the better performance it should bring onboarding new employees into the organization with the information and skills needed to do the job. Effective onboarding is one of the cornerstones of Human Capital Theory, which asserts that investments in human capital, like training and development, increase productivity and organizational outcomes.

The findings could be attributed to several factors which made this result unexpected. The first problem is that the current onboarding program may be delivering or content inadequate or misaligned with actual job requirements. Kumar and Pandey (2017) also echoed this, stating that the initial onboarding phases, namely the first day, are critical to the formation of employee perceptions and subsequent performance. If NAPSA's onboarding does not deliver a positive and supportive start, as their findings indicate, it could reduce employee morale and performance. Second, the negative correlation could be a selection bias where employees that feel they require more support (which therefore leads to more active participation in onboarding) are also the employees who struggle with performance initially. In contrast to Ibrahim, Yusof, and Ibrahim (2022) who found that well formulated on boarding program leads to higher job satisfaction and lowers

probability of bad behaviour such as absenteeism or theft. This may be because Ibrahim et al. (2022) did not empirically validate their model. Moreover, Nyaribo's study (2023) proved that not all aspects of onboarding bear the same effectiveness, and that orientation, mentoring, and follow-up evaluations had significant positive effects on performance, while coaching did not. The results imply that the onboarding by NAPSA may be lacking the stated elements.

The finding emphasizes the need for a thorough review and possible redesign of the induction program at NAPSA. The organization should ensure that the induction program communicates organizational culture, job expectations, and necessary skills to provide a proper foundation for success in the job. This is supported by social learning theory, which stresses the role of observation, imitation, and modelling in learning. Onboarding should provide ample opportunities for a new employee to observe and learn from experienced colleagues and should help foster a sense of belonging and transfer knowledge.

The strength of this finding lies in its empirical validation of a counterintuitive relationship, challenging the assumption that onboarding inherently improves performance. However, the study's reliance on self-reported performance data introduces potential bias, as employees may underreport their performance due to personal perceptions or lack of self-awareness. Additionally, the cross-sectional design limits the ability to assess long-term impacts of onboarding. To address these weaknesses, future studies could incorporate longitudinal data and objective performance metrics. Therefore, NAPSA should conduct a comprehensive review of its onboarding program to ensure alignment with job requirements and organizational culture. Incorporating elements such as mentoring, follow-up evaluations, and social learning opportunities could enhance the program's effectiveness. By fostering a sense of belonging and providing clear job expectations, NAPSA can create a more supportive onboarding experience that positively influences employee performance.

5.2 The Effect of Training Needs Assessment on Employee Performance

The correlation between the extent of engagement in TNA and employee performance is a very weak and statistically insignificant negative relationship, with $r = -0.092$, $p > 0.05$

and non-significant coefficient of $B = -0.169$, $p = 0.238$. This would thus suggest that employee involvement in the TNA process, as presently practiced, has little consequence on subsequent performance. This finding contradicts the theoretical underpinning of effective training programs supporting a comprehensive TNA in identifying specific training needs and designing interventions to meet such needs. This corresponds to Kipara and Rwabishugi (2022) who noted that even after implementing TNA, the organization they investigated still faced poor employee performance, due to inconsistency in the use of TNA principles, especially at the organizational level.

Several reasons could explain the lack of impact. Employees may not feel their participation in the TNA process is meaningful or relevant to their job role. The TNA process is unlikely to be seen as having a real value to employees if the process is merely a formality with the results not being effectively translated into practical training programmes. The findings of Phiri (2019) also support this thesis as he found that there was a big gap between training and performance appraisal as not much is done to align training with performance appraisals. In addition, Hemedi (2022) study underlined the significance of organizational support and resources for the effectiveness of training programs. Without these, even a well conducted TNA will not necessarily translate into better performance.

If this is the case, then NAPSA must change the way that it conducts its TNA to make sure that it is actually identifying training needs and that these needs are being met through targeted training programs. In line with Kirkpatrick's Four Level Training Evaluation Model, there is need for evaluation of training programs at multiple levels which include reaction, learning, behavior and results. A good TNA process should inform the design of training programs that produce observable changes in employee behavior that will improve organizational outcomes.

The strength of this finding lies in its alignment with existing literature that critiques the inconsistent application of TNA principles. However, the study's reliance on a single-point measurement limits its ability to capture the dynamic nature of TNA and its long-term effects. Additionally, the lack of qualitative data on employee perceptions of the TNA

process represents a missed opportunity to explore why the process is perceived as ineffective. NAPSA should enhance its TNA process by ensuring it is comprehensive, relevant, and directly linked to performance appraisals. Adopting Kirkpatrick's Four-Level Training Evaluation Model could help assess training effectiveness at multiple levels, from employee reaction to behavioral changes and organizational outcomes. By translating TNA findings into targeted training programs, NAPSA can bridge the gap between identified needs and actual performance improvements.

5.3 The Impact of E-Training Programs on Employee Performance

Results showed a weak negative correlation, $r = -0.167$, $p < 0.05$, between employee performance and participation in e-training, though a near-zero coefficient of $B = -0.003$, $p = 0.989$ reflected from the regression analysis. This proves that e-training, in its implementation at NAPSA, does not add value to the good performance of workers. It goes contrary to several positive findings that established the relationship between e-training and performance. Such include Kamal, Aghbari, and Atteia (2016), and Selase and Avenorgbo (2021), who stated that e-training could be important in bringing an improvement in their job performance capabilities. On the other hand, Selase and Avenorgbo (2021) also pointed to some infrastructural challenges, such as poor internet connectivity, which may be an inhibiting factor in the effectiveness of e-training, a factor that may be relevant to NAPSA's context. In addition, Nandoumenodji (2023) pointed out the importance of HRMIS in enhancing the effectiveness of e-training, further indicating that technology and support systems are crucial to successful e-learning outcomes. Several factors may explain the failure of this study to show a positive effect.

First, the design and delivery of e-training may be ineffective. Programs might not be sufficiently interactive, engaging, or relevant to particular job roles. Second, either low technological access, poor internet connection, or a lack of technical support may hamper the potential for employee engagement with and learning from such programs. Findings by Thelma (2024) who conducted a study in Zambia suggested the need for addressing disparities in access to digital avenues and the consequence of reduced person-to-person interaction. This finding hence suggests that an evaluation of the efficacy of e-training programs at NAPSA is necessary in terms of designs, delivery modes, access avenues,

and associated support. This is in tune with the Social Learning Theory that underscores that effective learning occurs in an atmosphere supportive of activities that ensure active participation, interaction, and feedback.

The strength of this finding lies in its identification of specific barriers to e-training effectiveness, such as poor program design and inadequate technological infrastructure. However, the study's reliance on quantitative data limits its ability to explore the nuanced reasons behind employee disengagement with e-training. Additionally, the cross-sectional design does not account for potential long-term benefits of e-training. NAPSA should evaluate and redesign its e-training programs to make them more interactive, engaging, and relevant to job roles. Investments in technological infrastructure, such as improved internet connectivity and user-friendly platforms, are essential to support e-learning. Incorporating elements of Social Learning Theory, such as opportunities for interaction and feedback, could enhance the effectiveness of e-training programs.

5.4 The Relationship Between Face-to-Face Training and Employee Performance

The findings revealed a strong positive relationship between face-to-face training and employee performance. This is revealed by a statistically significant Pearson r correlation value of ($r = 0.599$, $p < 0.05$) and a highly significant estimated regression coefficient ($B = 0.651$, $p < 0.001$). Thus, it has been concluded that face-to-face training significantly positively impacts the performance of employees in NAPSA. The finding agrees with the current literature and thereby supports the theoretical underpinning for effective training programs.

There are several reasons that could explain such efficiency of face-to-face training. Firstly, these trainings provide a direct interaction between those being trained and their instructors. Secondly, feedback and clarification can be given right away and thirdly, hands-on practice and group activities are possible. Such elements raise engagement, knowledge transfer, and skill development. This fully corresponds to Social Learning Theory, which stresses the role of observation, modelling, and interaction within learning. Face-to-face training provides an environment rich for learning to such processes. This result has been further evidenced by the work of Munjile (2016), who found that those

employees who were given effective on-job training showed noticeable performance improvements. Regardless of the wake of modern technology, face to face trainings has proven to have remained the most effective and must, therefore, remain a top priority by NAPSA as a strategy to enhance employee performance. However, the study notes that face-to-face training is not always possible or efficient on many occasions. The organization must try to strike a balance between face-to-face and other forms of training so that the merits accruing from each can be harnessed into an effective integrated approach to training.

The findings from this study provide a good overview of the relationship between different training modalities and employee performance at NAPSA Headquarters. Results have pointed out the need for cautious designing, implementation, and evaluation to assure effectiveness in training programs. This study further underpins that some areas of improvement should be carefully addressed regarding onboarding, TNA, and e-training challenges for value addition toward enhancing employees' performance. NAPSA will, therefore, be appropriately investing in its human capital by ensuring that the alignment of best training practices and established theories translates into the attainment of organizational objectives.

The strength of this finding lies in its robust statistical significance and alignment with established theories such as Social Learning Theory. However, the study's focus on face-to-face training as a standalone method overlooks the potential benefits of blended learning approaches, which combine face-to-face and digital training modalities. While face-to-face training should remain a priority, NAPSA should explore blended learning models to balance the benefits of face-to-face interaction with the flexibility and scalability of e-training. This integrated approach could maximize the strengths of both methods while addressing their respective limitations.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

The last chapter summarizes the conclusions made from the study, stating the implications of findings and recommendations that may help to improve the employee training programs at NAPSA Headquarters. This research is based on the evaluation of various kinds of employee training methods at NAPSA Headquarters with their influence on employees' performance. These have been some of the differential influences which different forms of training such as onboarding training, TNA, e-training programs, and face-to-face training all had on employees' performance. Further discussion is made in this chapter on the null hypotheses which, from the findings, were either rejected or not rejected.

6.1 Conclusion

6.1.1 Onboarding Training and Employee Performance

The strongest negative association exists between employee performance and participation in onboarding training, with $r = -0.313$ at $p < 0.05$, having a regression coefficient $B = -0.581$ significant at $p = 0.004$. This negative association now shows that, in its present state, onboarding training at NAPSA does not serve to equip the employees with better performance, thus yielding lower self-reported performance. The finding runs contrary to expectations that on-boarding should favorably impact employees' performance. As such, these findings reject the null hypothesis, in which there had been no existing relationship between employee on-boarding training and employee performance as designed. What this study has presented, by implication, is that in its current structure, the Onboarding training undertaken by NAPSA does not add positive value to staff performance and potentially retards same.

6.1.2 Impact of TNA on Employee Performance

The correlation between employee involvement in TNA and performance was found to be weak and statistically insignificant, with a correlation coefficient of -0.092 at $p > 0.05$, while

the regression coefficient was not significant, with $B = -0.169$, $p = 0.238$. This means that involvement in TNA, as practiced at NAPSA, does not significantly influence employee performance. Although theoretically TNA is a worthwhile process to determine the needs of training, the process seems not effective enough to translate into performance improvement in NAPSA. In that regard, the null hypothesis postulated for TNA, expressing no effect on employee performance, cannot be rejected. This means that at present, the study concludes that at NAPSA, TNA does not result in a measurable performance impact on employee performance.

6.1.3 E-Training Programs Impact on Employee Performance

About this hypothesis, the regression coefficient was below zero, though weak, which means that there is a negative relationship between e-training participation and employee performance, tending to zero and nonsignificant. As such, no positive impacts were realized with regard to the e-training programs undertaken at NAPSA, a phenomenon attributed to a few factors that include but are not limited to poor program design, inadequate technological infrastructure, and lack of employee engagement. The null hypothesis that e-training does not have an impact on employee performance is, therefore, not rejected. It can, therefore, be said that in its current state, e-training does not improve engagement in the performance of employees in NAPSA.

6.1.4 The Relationship Between Face-to-Face Training and Employee Performance

The study recorded a strong positive association between the level of face-to-face training and employee performance, and its regression coefficient was highly significant in relation to its t-value, $B = 0.651$, $p < 0.001$. Therefore, it could well be that FTF training is responsible for the effect at NAPSA. Findings indicate that face-to-face training methods offer an interactive learning process, immediate feedback, and development of skills that provide a meaningful influence on improving job performance. Therefore, the null hypothesis of no association between face-to-face training and employee performance should be rejected because it was established through a study that face-to-face training is the pivotal factor determining employee performance in NAPSA.

6.1.5 Overall Conclusion

This study provides critical insights into the effectiveness of various employee training methods at NAPSA Headquarters, highlighting both strengths and areas for improvement. The findings reveal that face-to-face training is the most impactful training method, demonstrating a strong positive correlation with employee performance. This method fosters interactive learning, immediate feedback, and skill development, aligning with established theories such as Social Learning Theory. However, the study also uncovered significant shortcomings in other training programs. Onboarding training, contrary to expectations, showed a significant negative correlation with employee performance, suggesting that the current program fails to equip new employees with the skills and knowledge needed to succeed. This finding challenges the assumption that onboarding inherently enhances performance and underscores the need for a comprehensive review of the program's design and delivery. Similarly, the Training Needs Assessment (TNA) process was found to have a weak and statistically insignificant impact on employee performance. This indicates that the TNA process, as currently implemented, is not effectively translating identified needs into actionable training interventions. The lack of alignment between TNA outcomes and performance appraisals further exacerbates this issue. Additionally, e-training programs were found to be ineffective, with a weak negative correlation to employee performance. This is likely due to poor program design, inadequate technological infrastructure, and low employee engagement. These findings highlight the need for a significant overhaul of NAPSA's e-training initiatives to ensure they are interactive, accessible, and relevant to employees' job roles. In summary, while face-to-face training remains a cornerstone of NAPSA's training strategy, the onboarding, TNA, and e-training programs require urgent attention. These programs are currently misaligned with employee needs and organizational objectives, limiting their potential to enhance performance. To address these gaps, NAPSA must adopt a holistic approach to training that integrates best practices, leverages technology effectively, and ensures alignment with organizational goals. By doing so, NAPSA can create a more robust and impactful training ecosystem that drives employee performance and supports its mission of becoming a customer-centric organization. This study not only identifies the strengths

and weaknesses of NAPSA's training programs but also provides actionable recommendations for improvement. It underscores the importance of continuous evaluation and adaptation of training strategies to meet evolving employee and organizational needs. Ultimately, investing in effective training programs is essential for NAPSA to achieve its strategic objectives and maintain its position as a leader in service delivery in Zambia.

6.2 Recommendations

The following recommendations are directed to NAPSA's Human Resources Department, Training and Development Unit, and Senior Management to address the identified weaknesses and enhance the effectiveness of employee training programs:

6.2.1 Onboarding Training Program Review

To the Human Resources Department:

- Conduct a comprehensive review of the onboarding program to ensure alignment with job requirements and organizational culture.
- Incorporate mentoring, follow-up evaluations, and social learning opportunities to foster a sense of belonging and provide clear job expectations.
- Design onboarding programs that communicate organizational values, job scope, and essential skills to new employees.

6.2.2 Enhancement of the TNA Process

To the Training and Development Unit:

- Strengthen the TNA process by ensuring it is comprehensive, relevant, and directly linked to performance appraisals.
- Translate TNA findings into actionable training programs that address specific employee needs.
- Adopt Kirkpatrick's Four-Level Training Evaluation Model to assess training effectiveness at multiple levels, including reaction, learning, behavior, and results.

6.2.3 Enhancing E-Training Programs

To the IT and Training Departments:

- Redesign e-training programs to make them more interactive, engaging, and relevant to job roles.
- Invest in technological infrastructure, such as improved internet connectivity and user-friendly platforms, to support e-learning.
- Provide technical support and training to employees to enhance their engagement with e-training programs.

6.2.4 Emphasizing Face-to-Face Training

To Senior Management:

- Prioritize face-to-face training as a core component of NAPSA's training strategy.
- Explore blended learning models that combine face-to-face training with e-training to balance cost-effectiveness and flexibility.
- Allocate resources to ensure that face-to-face training programs are accessible to all employees, regardless of their location or department.

6.3 Directions for Future Research

This study lays the foundation for further research along the following lines:

- **Qualitative onboarding study:** This involves exploring qualitative research in employees' experiences with the onboarding program to make sense of more powerful specific areas of strength and weakness.
- **Particular TNA methods:** Determine how different TNA methods are affecting the training outcome in terms of employee performance.

- **Impact of Training on Various Employee Groups:** Impact of training can be studied in various groups of employees, for instance, age, tenure, or job level to establish relative effectiveness of such training.

- **Investigate causes of negative correlation between onboarding and performance:** It is required that future studies identify if the negative correlation is because of the onboarding program or due to other factors like selection bias.

6.3 Limitations of the Study

There are different limitations that faced the study, and which affect the results and the generalization of the findings.

- **Limited Participation in Training Programs:** Some of the employees did not undergo some of the training programs since they were either not available or inconsistently offered. The absence of uniform exposure potentially could affect the precision with which the effects of particular methods of training are measured.

- **Self-Reported Data:** Results in the study are based on self-reported ratings of performance in accordance with a Likert scale, which is susceptible to personal perception biases and/or a person's varying level of self-awareness.

- **Single-point Measurement:** In this cross-sectional design, the samples were drawn once, hence rendering it unable to help in assessing any long-term consequence of the training programs.

- **Types of Training Programs:** The research was focused only on a few types of training programs, specifically onboarding, e-training, face-to-face training, and TNA involvement. The other forms that may become potential ways to train people were not considered- such as blended learning or any form of informal mentoring-which could make gaps in comprehensively understanding the impacts of training.

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Appendices

Research Questionnaire

Introduction

Dear Respondent,

My name is Tinali, a Master of Business Administration (MBA) student at the University of Lusaka. I am conducting a study titled *"An Assessment of the Relationship Between Employee Training and Employee Performance at NAPSA Headquarters."*

This study aims to evaluate the impact of various types of employee training on employee performance. Your participation will provide valuable insights into the effectiveness of training programs and their influence on performance at NAPSA.

Please note:

Your participation is voluntary, and you may withdraw at any time without penalty.

All information you provide will be kept strictly confidential and used solely for academic purposes.

The questionnaire will take approximately 10–15 minutes to complete.

If you agree to participate in this research, please tick the box below:

I have read the information above and voluntarily agree to participate.

Thank you for your time and cooperation.

Section A: Demographics

1. Gender:
 - Male
 - Female

2. Age:
 - Below 25
 - 26–35

- 36–45
- 46 and above

- Less than 1 year
- 1–3 years
- 4–6 years
- 7–10 years
- Above 10 years

4. Department:
- Human Resources
 - Finance
 - Operations
 - IT
 - Customer Service
 - Claims
 - Other (Please specify): _____

5. Highest level of education:
- High School Certificate
 - College Diploma
 - Bachelor's Degree or Equivalent
 - Post Graduate Qualification

Section B: Employee Onboarding Training

Onboarding Training Participation

- Have you received onboarding training at NAPSA Headquarters?
- Yes
 - No

(If "No," please skip to Section C.)

Have you participated in e-training programs at NAPSA?

- Yes
- No

(If "No," please skip to Section E.)

E-Training Effectiveness

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1	2	3	4	5
E-training programs are convenient for my learning needs.					
I have learned new skills through e-training programs.					
E-training programs improved my job performance.					
E-training is an effective method for improving productivity.					

Section E: Face-to-Face Training

Face-to-Face Training Participation

Have you participated in face-to-face training at NAPSA?

- Yes
- No

(If "No," please skip to Section F.)

Face-to-Face Training Effectiveness

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1	2	3	4	5
Face-to-face training provides better interaction with trainers.					
Face-to-face training improves my understanding of new knowledge.					
I prefer face-to-face training for learning new skills.					
Face-to-face training has improved my job performance.					

Section F: Employee Performance

Employee Performance Evaluation
 (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1	2	3	4	5
I am able to complete my job tasks efficiently and effectively.					
The training I received enhanced my job performance.					
I am satisfied with my overall performance at NAPSA.					
My training experience has contributed to meeting organizational goals.					

Section G: Additional Comments

Please provide any additional comments or suggestions regarding the training programs and their impact on employee performance at NAPSA:

Thank you for your participation!



UNIVERSITY
OF
LUSAKA

SCHOOL OF POSTGRADUATE STUDIES

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UNILUS-RESEARCH ETHICS COMMITTEE

Ref no: FWA00033228-9112/24

Date: 1st December 2024

STUDENT NAME: Tinali Kalililo

**AN ASSESSMENT OF THE RELATIONSHIP BETWEEN EMPLOYEE TRAINING AND
EMPLOYEE PERFORMANCE AT NAPSA HEADQUARTERS**

The above research was submitted to the research ethics committee for review.
The study has no major ethical problems and is approved subject to the following:

1. The study cannot be changed without express permission of the UNILUS research ethics committee.
2. Approval from the necessary authority should be sought.

The committee wishes you success in your work.



Professor Kasonde Bowa

MSc(Glasgow),M.Med(UNZA),FRCS(Glasgow),FACS,FCS,DPH(LSTMH),MPH(UCL)

Chairman- UNILUS REC

Professor of Urology and Consultant Urologist

Deputy Vice-Chancellor – Research and Innovation

Executive Dean - School of Medicine and Health Sciences

Requestion to Carry out Research



National Pension Scheme Authority

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NAPSA 9/1E Vol. 1

10th December, 2024

Ms. Tinali Kaililo
National Pension Scheme Authority
Reekays Mall
P.O Box 72035
NDOLA

Dear Ms. Kaililo

RE: REQUEST TO CARRY OUT A RESEARCH

Reference is made to the Letter from University of Lusaka dated 23rd July, 2024 regarding the above captioned subject in which the school requested for permission on your behalf to carry out research in the Authority on *"Optimizing Employee Competencies: A Comprehensive Study on Training and Development at NAPSA"*.

Further to the above request, your topic for research was revised by your Supervisor to : *"An Assessment of the Relationship Between Employee Training and Employee Performance in Napsa Headquarters"*.

We wish to advise that your request to conduct research has been approved and you have been granted permission to go ahead with conducting your research. This is on condition that the information gathered is used for **academic purposes only** and that you **strictly maintain high levels of confidentiality**. In this regard, find attached an Oath of Secrecy Form which should be signed and submitted to the undersigned before the commencement of your data collection from the Authority.

Additionally, you may submit a copy of your Report to the undersigned once you have concluded your research.

Yours sincerely
NATIONAL PENSION SCHEME AUTHORITY


Mwila M. Bwalya
ACTING SENIOR HUMAN RESOURCE MANAGER

cc: Director Human Resource and Administration
Acting Training and Development Manager

Be smart, secure your future

Similarity Report

8.29%

SIMILARITY OVERALL

47.24%

POTENTIALLY AI

SCANNED ON: 18 JAN 2025, 9:23 PM

Similarity report

Your text is highlighted according to the matched content in the results above.

● CHANGED TEXT
8.28%

AI Detector Results

Highlighted sentences with the lowest perplexity, most likely generated by AI.

● LIKELY AI
38.79%

● HIGHLY LIKELY AI
8.45%

Report #24462805

1 2 3 4 5 8 9 10 11 14 15 16 19 20 22 23 24 25 28 29 30 31 32 33 36 38 39 42 43 44 45
51 52 53 SCHOOL OF POSTGRADUATE STUDIES An Assessment of the
Relationship Between Employee Training and Employee Performance in
NAPSA Headquarters A DISSERTATION SUBMITTED TO THE SCHOOL OF
POSTGRADUATE STUDIES, UNIVERSITY OF LUSAKA IN PARTIAL FULFILLMENT
OF THE AWARD OF THE MASTER OF BUSINESS ADMINISTRATION (MBA).
BY TINALI KALILILO MBAGEN23120032 i ©2025
ABSTRACT The s
tudy was focused on employee training and perform
ance at NAPSA Headquarters, with a special interest in onboard
ing training, training needs assessment, e-training programs,
and face-to-face training. It sought to investigate how e
ach of the methods of training influences the performance of
the employees with a view to appreciating the role of training
in organizational productivity.
27 35 A quantitative approach was adopted for the
study, and the sample used was 172 employees selected thr
ough simple random sampling. 27 35 Data was collected by structured
questionnaires and analyzed by ANOVA and regression analysis in
SPSS 27. Resu Its showed that face-to-face training is highly
positively linked to an improvement in employee performance.